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Book Reviewing In Review
Helen E. Haines

Bridging The Gulf Between The College Classroom And The Library
Peyton Hurt

Circulation Figures Not The Complete Measure Of A Branch Library's Efficiency
Edith Guerrier

The Development Of A Program Of Research In Library Science In The Graduate Library School
Louis R. Wilson

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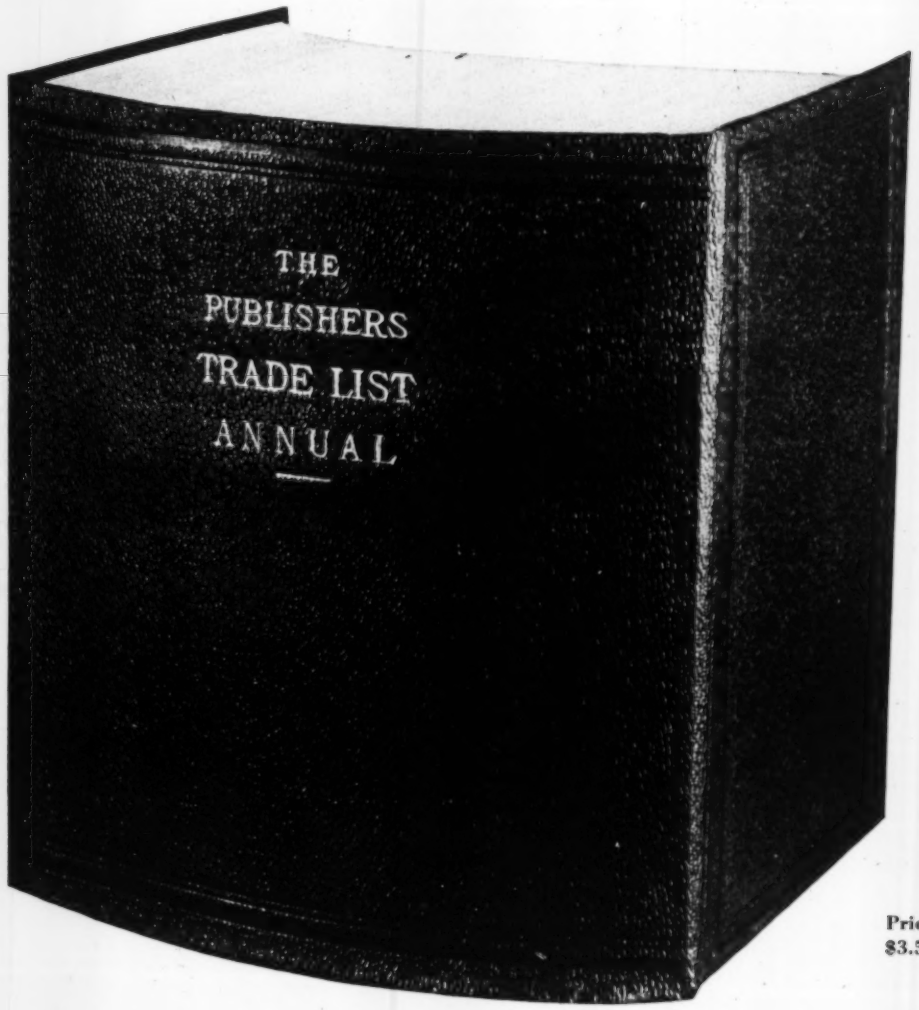

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THE LIBRARY JOURNAL

Book Reviewing In Review[1]

By HELEN E. HAINES

LIBRARIANS were once popularly supposed to spend all their time reading books. This mythology no longer flourishes so triumphantly, but there still lingers in the public mind the belief that any librarian has read any book about which anyone wishes to ask anything.

Tradition dies slowly. As a matter of fact, most librarians read book reviews and publishers' catalogs much more assiduously than they read books. And when they read books it is apt to be because book reviews have so bewildered them that they finally decide to turn to the book itself to clarify their judgment. As book reviewing increases constantly, as reviewers and columnists and commentators multiply, as every literate human being becomes more and more confident that his or her opinions about books are of value to society, and as every newspaper reporter cherishes a belief in his innate powers of literary criticism, the determination of book values by accepting what other people say about books grows ever more difficult, and librarians are now being forced in increasing numbers to judge by reading a book how far their confidence in book reviews may be justified.

But current book reviewing is still the basis of most of our current book knowledge and our immediate judgment concerning contemporary literature. And the widest possible acquaintance with review publications, the most thorough gleaning and comparison of reviewers' opinions, are necessary to the judicious selection of books for library use. It has seemed, therefore, that a brief survey and summary of the general field of current book reviewing in its relation to library book selection, might have timeliness and interest.

[1] Paper delivered before annual meeting of California Library Association, in Pasadena, May 5, 1934. The substance of this paper is drawn largely from a chapter, "Current Book Reviewing and Literary Commentary", in Miss Haines's book on book selection for libraries, now in preparation.

We seldom realize how recent has been the development of the bibliographical equipment with which the modern public library builds its book collections. Up to the later years of the nineteenth century, the reviewers of the quarterlies, the literary periodicals and the newspapers were virtually the only book evaluators. The far-reaching, highly organized apparatus to which librarians and book users turn today has been the product of the enormous increase in the provision of books for educational use, the development of libraries, the extension of agencies of public education; it has aided to develop the causes which produced it—has been, in a way both their origin and their effect.

Current book reviewing still, however, makes the most direct personal appeal to the reading public, still sets the fashions in popular literary taste. So study of book reviews and familiarity with general literary criticism are important to all whose work lies with books and readers. Not only as aids in the choice of books from every class of literature, but as a means of strengthening and sharpening individual judgment, and making it possible to discuss and recommend books intelligently. For the whole mass of reviewing and literary commentary, in all its varying values and defects, is the current newsprint of the world of books, and registers the affairs of the book world as the daily newspaper records the course of human affairs.

Our present concern is not with literary criticism, as that philosophy of aesthetic through which, since Aristotle, men have sought to denote and define beauty in creative expression. It is with the immediate criticism, opinion, and commentary through which readers, book-users and the general public are kept in touch with current literature.

Reviews are the most familiar form of critical exposition concerning books. In the past they were apt

to take the guise of long, comparative articles, analytical and descriptive, conveying ethical homily or political polemic. In the great English quarterlies a hundred years ago famous reviewers volleyed and thundered against writers of opposed political faith, or vied with one another in the ferocity of their attack upon books they found unpleasing. Sydney Smith told Harriet Martineau how he and a fellow reviewer (Brougham), who "had got hold of a poor nervous little vegetarian who had put out a poor silly little book", sat late one night over their review, "trying to find one more chink, one more crevice, through which we might drop one more drop of verjuice to eat into his bones." Sydney Smith's famous review of Waterton's *Wanderings in South America* would today be ruled out of serious consideration by any literary editor, on account of its overflowing mockery and its evident ignorance of its subject. The cruel ridicule, the savage, reckless condemnation, that made the "scorpions" of the *Edinburgh Review* famous in its early days, that was rampant in the mighty battles between the *Edinburgh* reviewers and their hated rivals of *Blackwood's Magazine*, was, in lesser measure, common to much current English literary criticism until the mid-nineteenth century.

Gone are the long polemic disquisitions of the Scotch reviewers. Present-day reviewing ranges from an extended critical essay by a scholar or specialized authority to a "notice" of three or four paragraphs turned out by a hack writer. "Notice" is the word that the editors and reviewers themselves have for it; and the term indicates the difference between the current literary criticism of today and that of fifty years ago. The notice may range in length from a dozen lines to two columns or more. It may be the production of the "literary" aunt or niece of the editor, who runs the book department of the agricultural weekly; the compact, lively summary of the experienced journalist, turning his hand to any odd job; the magisterial pronouncement of self-conscious youth serving a novitiate in "literary work"; or the thoughtful, balanced, responsive utterance of the competent professional reviewer.

There is as much difference in the mediums in which book reviews appear as in the reviews themselves. Probably the most uneven and unsatisfactory reviewing appears in newspaper columns; though it must be remembered that admirable reviews are found in the book pages or literary sections of many newspapers, and that two of the most important reviewing periodicals of the day are weekly supplements to great New York dailies. Any local newspaper in which book reviews appear has value in book selection for the library of that community, because its notices indicate books that are being brought to local attention and through its columns it is often possible for the library to stimulate interest in good reading. Any reading, all reading, is better than none; in the smallest community that has both a library and a local newspaper, there should be a close relationship between them in the interest of more and better use of books.

The best reviewing is found in the few periodicals that are entirely devoted to literary criticism and in the review columns of periodicals of general or specialized interest. Reviews in professional and trade periodicals are usually limited to books that relate to subjects with which the periodical is concerned. They represent the judgment of specialists, and are indispensable aids in the selection of books in these subjects. History, education, art, science, technology, business, are but a few of the many fields in which book reviews in specialized periodicals must be carefully and constantly used for guidance in current library book selection.

Newspapers and the book-reviewing weeklies have, of course, the advantage of frequency of issue. Therefore they can review books much more promptly than can the monthlies or quarterlies. Nowadays, in the case of books of popular appeal, the leading current reviews are based on advance copies; sometimes on proof-sheets sent out by the publishers for review well ahead of publication, so that the review may appear simultaneously with the appearance of the book on bookstore counters. But this rapidity in "covering" books to ensure timeliness in reviewing often means vagueness, or superficiality, or a publicity-inspired enthusiasm, in the review. Particularly in non-fiction is such prompt reviewing difficult and apt to be unsatisfactory. The careful, authoritative consideration of an important work by a reviewer who knows the subject and deals with it deliberately, seldom appears until several weeks—perhaps months—after the publication of the book. The tidal waves of popularity that sweep a book along on a flood of acclaim are likely to have been set in motion by elaborate and powerful commercial machinery designed to improve sales, not to appraise qualities.

We have passed from the savagery of earlier book reviewing into an engulfing and meaningless amiability. The prevailing attitude in the general field of reviewing today is not critical, but rather one of enthusiastic appreciation or non-committal acceptance. The great mass of reviews are superficial, but ardent: they indicate excellences; they convey subject or theme in as lively and entertaining a fashion as possible; they are eager to discover and celebrate greatness. This tendency to praise and accept is registered in the preponderance of plus over minus signs in any issue of the *Book Review Digest*. A few years ago Louis Bromfield made a compilation and tabulation of reviews appearing during the year in fifty metropolitan newspapers and literary periodicals. This revealed that 137 novels had, during that particular year, been acclaimed as "the best novel of the year"; the same verdict had been bestowed upon twenty-seven biographies. In the case of one critic, it appeared that "unaided he had found nine best novels, three best biographies and five best plays." There was evident also a bewildering and baffling confusion of critical appraisals. "Side by side were to be found reviews condemning the author as a tyro and praising him as the best writer of the past decade. Side by side were articles praising his style and condemning

it. The total value", says Mr. Bromfield, "was very often nil; the things cancelled each other."

Why, then, it is natural to ask, is the use of reviews important to librarians in book selection? The answer is that, in spite of contradictions and stultifications in judgment, there emerge from the mass of current criticism a certain consensus of opinion concerning the literature of the day, a certain indication of its trends, tendencies and qualities, that must be known and heeded in its selection and supply. Familiarity with current reviewing strengthens discriminating judgment and deepens background acquaintance with literature. It brings out aspects that probably would not otherwise be so quickly evident; it reveals the many different kinds and degrees of impact produced by the same stimulus applied to different varieties of gray matter. In expert library use of book reviews, individual prejudices and proclivities of individual reviewers are allowed for; the points of view of different reviewing publications are understood. The pulsating praise that bubbles from Christopher Morley will be noted for calmer confirmation; the review of a book on social justice that appears in the *Nation* will be instinctively compared with a review of the same book in the New York *Times*, and the result will usually be a more reasoned judgment of its scope and value than could be based on either review alone.

For librarians, reading reviews should not be a substitute for reading books. But it is the quickest and most effective aid to their discriminating selection. For reviews give a certain amount of advance information concerning a book which enlarges and clarifies the information obtained in its rapid examination, and so review material when checked against the findings derived from expert, concentrated examination does make possible a quick and fairly accurate appraisal of the book's intrinsic merit, or of its suitability to a given demand. This appraisal is more trustworthy for non-fiction than for fiction. In dealing with novels the advance information imparted by reviews is chiefly valuable in at once ruling out many novels from consideration and indicating for others qualities of style or theme that deserve attention. Purely descriptive notices of minor current novels will often make immediately clear to a librarian trivialities or crudities or stereotyped commonplaces that the reviewer has not specifically mentioned. And there is always a kind of review that in its commendation unconsciously conveys condemnation.

Reviews may be roughly grouped as of three kinds. There is the long critical or descriptive review of the work of a single writer; the notice, ranging from a quarter-column or less to two columns or more; and the omnibus review of a number of books grouped together. Work in the first group represents the best in current criticism. From such reviews have been compounded many of the volumes that define qualities of literary art, denote new currents of purpose, or analyze changing modes of expression. You will find excellent and interesting examples in the anthology, *Designed for Reading*, recently published by the *Saturday Review of Literature* to celebrate its tenth anniversary. The notice varies greatly in type and quality. It may represent intelligent and fairminded appraisal, unbridled enthusiasm, bored indifference, fatuous pomposity, or just native stupidity. Always we have with us the synthetic notice, in which the reviewer has fallen a victim to that insidious text printed on a slip sent out with the review copy of the book or as a blurb upon the book jacket. This is one of the triumphs of modern salesmanship. Its bits of personal information about the author, its skilful intimation of significant revelations, its fervid tribute to brilliancy or charm of style, all save the reviewer the trouble of reading the book or coining phrases, and the result is the appearance of identical sentences in reviews published in every state in the Union.

Another familiar type of notice may be called the "unfolding of the tale." It is concerned chiefly with fiction, and remorselessly holds up the skeleton that the novelist has sought to endue with flesh and life; it has no critical value, but for the librarian it serves a useful purpose in immediately removing many novels from consideration by the bald recital of what they are about. A more unsatisfactory type is the notice that proves to be an amusing or discursive little article upon the subject treated in the book, but pays no attention whatever to the text. Of similar general type is the review that is entirely devoted to the reviewer's emotions on reading the book, or the personal memories it awakened, or his own knowledge of the subject about which the author is writing. These, in fact, are reviews of a reviewer, not of a book; and they are, quite naturally, most often written by authors, or by specialists in a particular subject. For this reason the prevalent custom of assigning a novelist to review a novel, a biographer to review a biography, and a college professor to review almost anything in the way of serious literature, regardless of their professional experience in reviewing, seems to me to militate against the best kind of current criticism—catholic, supple, finely tempered, keenly perceptive. Certainly, the finest body of general reviewing, from Hazlitt to Stuart Sherman, has been the work of critics who were professional reviewers as well as men of letters, steeped in books, and passionately concerned with every manifestation of creative thought.

During the last ten years there has been a marked increase in competent book reviewing in this country, just as there has been a still greater increase in the mass of printed matter that deals with books in general. Book review departments in magazines, book sections or columns in newspapers, commentary sent out by the various book clubs, and the enormous amount of publicity material supplied by publishers and booksellers, all have combined to invest books with more immediate and widespread interest than they have ever had before. And as this interest has grown, so has the body of professional reviewing that possesses insight and authority. Personal taste and personal opinion must always infuse individual criticism, even of the highest calibre; but the standards supported by such editors and reviewers as Dr. Canby, the Van Dorens, Llewellyn Jones, Henry Hazlitt, Joseph Krutch, H. L. Mencken, Edmund Wilson, and many others, have been establishing a

current criticism that honestly seeks to denote the qualities and defects of current literature, to improve literary expression in form, and to clarify and strength it in ideals. I feel, however, that within the last year and a half there has been retrogression from these standards: the critical fibre of current reviewing has weakened; there has been a rising commercialism of indiscriminate praise and an apparent tendency to turn reviewers into publicity agents for the book trade. The reason seems clear enough, and, in a way, justifiable. It is no secret that from 1932 through 1933 the book trade all over the country was in precarious condition; publishers and booksellers alike were facing disaster. And it is natural that every effort should have been made to stimulate book buying in every possible way and to enlist editors and reviewers to increase book sales through favorable publicity. This, I think, is the fundamental explanation of the *Anthony Adverse* combustion that swept the country like wildfire, kindled and fed by the most extensive and highly geared publicity engineering that has yet been put in operation in the book world. Undoubtedly, its success was a godsend to the book trade; but its effect has been to increase book exploitation and set a premium upon reviewing designed to sell a book rather than to impartially convey its values to the reader. With improvement in business conditions I believe there will be a return to higher standards in reviewing.

The mechanics of exploitation designed to affect reviewing are in large measure personal. Here we must place the teas, dinners, and receptions planned by publishers, at which their authors may meet editors and reviewers and others who can influence the reading public; Isabel Paterson's *Herald-Tribune* column, "Turns With a Bookworm", furnishes an entertaining historical record of this development. It is nothing new, but within the last year or two it has been more generally and vigorously applied in this country than ever before. Frank Swinnerton, in his pungent notes on book reviewing in England[2], remarks that the greatest obstacle to sincere and disinterested reviewing is the "dinner party habit". He goes on to outline the only kind of training that would, he thinks, provide us with critical reviewers for the future. Never, under any circumstances, he says, "would I allow any of my students to go to a literary lunch, tea or dinner-party. I would not allow them to lunch with publishers, or to accept presents from publishers of books new or old. I would not allow them at any time whatever to receive letters from authors or invitations from authors to discuss difficult points in reviews. And finally, if any one of them showed signs of wishing to become an author, I would instantly dismiss him from the critical classes. In this way (for I hope the system would avoid priggishness) I believe I could train for future generations a class of critics whose reviews would be worth reading for their honesty, their penetration, their freedom from bunk of every kind, and their indifference to the dictates of whatever happened to be the prevailing fashion."

[2] *Authors and the Book Trade* (Knopf), p. 120-122.

Good book reviewing must possess certain basic qualities. It must have good literary form, easy and effective expression, though the manner of expression may range from the leisurely and graceful to the dynamic or the analytical. It must have authority; that is, in the lowest denomination, it should be written by someone who has read the book and knows something (the more the better) about the subject presented. This need not be profound, scholarly knowledge; often there is more practical effectiveness in the broader, more flexible, mastery gained from a good background of information, wide book knowledge, and experienced critical judgment.

The reviewer should be able from his own background of book knowledge to make judicious comparison with other books in the same field, or with work of similar character. He should, so far as possible, be free from personal prejudices and uninfluenced by the editorial point of view of the periodical. This is, however, counsel of perfection. Many of our most brilliant and penetrating critics are biased, either by antagonisms or sympathies. And certain reviewing periodicals of high standing have an editorial bias that must be recognized and allowed for—as the *Nation* and *New Republic*, with their social and political liberalism, the New York *Times*, with its fundamental conservatism.

There are other attributes of satisfactory reviewing. It should not be dull; but what seems dull to an ignorant reader may be informing or stimulating to one who possesses greater knowledge. It should not be over-enthusiastic—the adjective is the enemy of the substantive; but it should transmit to other minds the illumination that radiates from beauty and power in literature. It should possess the "wise skepticism" that Lowell said was the first attribute of a good critic; but this should mean detachment of judgment, not a carping or derogatory habit of mind. And it must be remembered that even the best current reviewing is intended not for specialized or professional book use, but for the enlightenment and enjoyment of the general reader, whose interest is in books as a reflection of life and satisfaction of personal tastes.

Any continued reading of book reviews should develop a sense of personal acquaintance with individual reviewers. We all, I think, have our favorites among critics; we choose them, perhaps, as we choose our friends, because their temperaments or their minds match, or supplement, our own. In the use of reviews in book selection the larger this imaginary acquaintance is, the more discrimination there will be in striking a balance between conflicting opinions of a book, discounting extravagant enthusiasms, offsetting captious disapproval, and extracting essential values from apparent confusion.

Detailed commentary on the many book reviewing publications constantly used by librarians is impracticable. I will only say that the *Saturday Review of Literature* still remains the only independent weekly periodical entirely devoted to books that is published in this country, and that it maintains, I think, higher critical standards than any other general book re-

viewing publication. It has an editorial personality and authority that is lacking in the New York *Times Book Review* and in *Books*, weekly book review of the New York *Herald-Tribune*, which in the last year or two has shown a weakening of the critical values it possessed under the brilliant editorship of Stuart Sherman. Both these publications, however, are indispensable in any extended selection. All three should be used by librarians whenever possible, for while all handle virtually the same material, yet each finds some residue that escapes the other. Their wide use by readers should be encouraged, as a constant influence toward making books more important in everyday life.

The reviewing columns maintained by many newspapers have, as a rule, the quality of news, rather than of criticism; but they bring out different aspects of current literature, point variant details, and give material for comparative judgment. William Soskin's department in the Hearst papers, "Reading and Writing", with its vigor in expression and untempered enthusiasms, emphasizes personal reactions. John Chamberlain's daily article, "Books of the *Times*", has, I think, more solidity and balance, with a trend toward political and historical interest rather than the highly literary. Clifton Fadiman's book pages in the *New Yorker* are invested with a light, sophisticated irony, but have keen critical perception for work that comes within his own highly modernistic literary background.

Among general weekly periodicals, the *Nation* and the *New Republic* are of first importance for book reviews. Both enlist skilful and experienced reviewers and have been strong influences in the break-up of tradition and the application of modern ideas to creative expression. *Time* covers about two books a week, in a cinematic review that gives a flashing summary of theme and a rapid close-up of author; usually uncritical, it has little selective value. As a guide to popularity and sales possibilities the monthly book bulletin of the American News Co. is widely used by booksellers. It is edited by Donald Gordon, who also runs the book column recently set up in the *Saturday Evening Post*. Mr. Gordon classifies the books of the month by date of publication and also by a code of symbols that indicate his prognosis of how each book will rent, how it will sell, and how suitable it is for a small public library. This list is highly condensed, with brief vivid characterizations, and point of view and purpose are commercial; but it represents shrewd judgment and practical experience, and is useful in many libraries in checking over titles under consideration. The *Atlantic Bookshelf*, published monthly in the *Atlantic*, has much interest to librarians, in its discriminating selection of a few significant books and the excellence of its short critical reviews. The *American Mercury's* "Checklist of New Books" seems to me the most expert book annotation of any non-professional publication, covering in pithy and penetrating comment from thirty to forty new books each month. These two lists are issued in separate form and sent free to libraries desiring them.

Only two other publications can be mentioned here: *Books Abroad*, international quarterly published by the University of Oklahoma under an endowment grant, which in each issue covers some 300 current publications in many foreign countries, with compact descriptive commentary by reviewers from American universities. The subscription is only a dollar a year, and the publication is valuable to any library, however small, for information of students, and indispensable where current book selection includes provision of foreign literature.

The London *Times Literary Supplement* is of major importance in selection for American libraries. Its comprehensiveness and promptitude place it in usefulness beside the three leading American review weeklies. Indeed, for a good many books the London *Times* reviews are more prompt than are the American reviews. This is because so many of our important current books—especially fiction—are by English authors, and are published in England before they are brought out here; so that judicious gleaning of the London *Times* reviews often makes it possible to order in advance books of obvious merit or provides advance information to compare later with American reviews. In an ordinary issue the *Times* reviews at length from forty to forty-five books, and gives brief but careful notices to sixty or seventy-five more. I think, as a whole, it represents a more complete cross-section of the literature of the day than can be found elsewhere. It is expensive, but especially valuable for larger and medium sized libraries.

Compared with similar American reviewing it may be said, in generalization, that the English reviews usually possess a more easy and assured scholarship, a richer background of book knowledge, and less injection of the reviewer's personality. Their tone is more impersonal; they maintain more fully the tradition of anonymity. As a rule, they are more consistently critical, more literary in expression, but lack the lightness and variety of treatment and the incisiveness of phrasing that American readers expect and enjoy.

I have noted only a few of the aspects, the contrasts and conflicts, of current book reviewing. Beneath its confusion of opposed opinion, its clouds of incense and pyrotechnics of publicity, there run the swift and ever-widening currents of the literature that is reflecting, interpreting and recording our own day, enlarging knowledge of the past and carrying presage of the future. Now, more than ever before, librarians must know these currents, must be able to gauge their depths and shallows, and draw from them the material of the best and most lasting value. The reduction of library funds and the shrinking of the former generous expansion of book service that every library faces today, enforces greater insistence upon intrinsic values in current book selection. And I believe that librarians, while utilizing to the full and with expert skill all the aid that can be drawn from current book reviewing, must have an increased firmness of purpose to make the *book itself*, regardless of the clamor or the glamor with which it is invested, the touchstone of selection.

Circulation Figures Not The Complete Measure Of A Branch Library's Efficiency

By EDITH GUERRIER

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ALTHOUGH the circulation of books is only one of the many services rendered by a public library, it is the feature which attracts most attention and the item which has greatest weight when personal service requirements are being estimated for the budget. In brief, it is the accepted unit of measurement for testing a branch library's efficiency and yet, of a group of libraries, the one having the lowest circulation may be rendering the most valuable service to the community, if one is permitted to judge in terms of quality rather than in terms of quantity.

Books which strengthen the mind cannot be skimmed in a few minutes. Of two readers using the same amount of time one will read four Oppenheims while the other reads one *America in Search of Culture*. One class of readers requires from the librarian merely the amount of time needed for the routine of charging the book; that is the drug store book shelf class who want nothing but light fiction, "detectives or murders", and need no help in selecting what they want. Other classes of readers requiring expert service entailing unlimited time, patience, knowledge and tact are greatly benefited by the use of the library, but do not express their satisfaction in the only terms that seem to impress the authorities on whose knees the budget rests, namely, the terms of "maximum circulation at minimum cost".

These "other classes" may be grouped roughly as follows:

1. *The student or research worker or the person who is pursuing a course of reading and who can give author and title of the printed matter he desires to obtain.*

If what he wants is not in the library, it is the duty of the attendant to find out whether it is available in the city in which the library is located, or elsewhere. Frequently she discovers that the item is quoted on "hearsay" evidence and that either the author or the title has been cited incorrectly.

This type of borrower wants only the book specified and nothing else will satisfy him. Perhaps this same title is in demand by hundreds of persons who are taking courses. The library, knowing that the demand will be temporary, has provided only ten copies of the book, and what are ten copies among hundreds of readers? Here tact more than any other quality is absolutely necessary.

2. *The student or research worker who has a subject on which he wishes to find information, but who does not know how to use a card catalog.*

Here the assistant has the opportunity of becoming a human catalog. If the subject cards yield no information, she may turn to her Special Libraries Directory, her bibliography and information files, or she may refer to a specialist on the subject. It is her duty to leave no source untapped which may furnish the borrower with the printed matter he seeks. The wider, therefore, her acquaintance with sources of information, the better equipped she is to give satisfactory service.

3. *The person who wants something, but does not know what that something is.*

This type appeals to the librarian's social service instincts. She becomes the expert physician and proceeds to diagnose his case and to prescribe the course of reading that will stimulate his mental activities. Out of this kind of service the librarian gets a thrill comparable to nothing else, and when she knows that she has been the means of "making a joyful reader" she certainly counts her profession one of the finest in the world.

4. *The person who uses the library as an information service.*

What is and what is not a legitimate question is something which has to be decided many times a day. Each good question answered adds one more useful fact to the librarian's fund of sources for fugitive facts.

5. *The person who comes to the library because he has no home or because his home conditions are unsatisfactory.*

To the library the discouraged person can come without fear that he will be unwelcome. Quietly, unostentatiously and efficiently the library workers count it all in the day's work to encourage the downhearted, present opportunities for education to those who have enforced leisure, and to direct to the proper agencies those who lack lodging, food, and clothes.

6. *Children who want help on home lessons; who want to select their own books; or who want books selected for them.*

The needs of children are perhaps greatest of all and the necessity for attending to them adequately is all important.

In view of the fact that 79 per cent of the circu-

lation of books to adults through the Boston Public Library Branches in 1933 was fiction, while 21 per cent was non-fiction, it is safe to say that circulation figures as they relate to the use of books by adults are produced for the most part by a constant turnover of popular fiction.

In attempting to measure the work performed by a branch with a view to estimating the amount of help required there are many items to be considered beside circulation figures pure and simple, among which are the following:

1. *The class of people using the branch.*

In branch A there is no disciplinary problem. It is merely a matter of getting for the people what they want. The most important task is the selection of books. In branch B, used largely by homeless men who live in rooms and who do most of their reading at the library, the circulation count is necessarily small, but the amount of "floor duty" cannot be calculated. In branch C where the children come from American homes, the problem of discipline cannot be compared with D branch's problem arising from the fact that the children of foreign parentage using the branch seem to believe that the amount of service one gets is proportionate to the amount of noise he can make.

2. *The size of building and grounds and the lay-out of the building and its equipment.*

The care of a large poorly-laid-out building with two floors and fairly extensive grounds like E branch entails more problems than the care of a well-laid-out building like F branch with one floor and no grounds.

3. *The place occupied by the public library in a community.*

If the library is a power in the community, the inference is that the librarian and her staff have had something to do with it.

4. *The number of schools and institutions depending on the library for service.*

Contact with the schools and other organizations of a district is an essential part of library work. To establish such contact, personal visits, attendance at meetings, mimeographed bulletins, and other means of making known the opportunities offered by the library must be undertaken.

5. *Additional useful activities entered into by the librarian and staff.*

With the country-wide plans for the enrichment of adult life a library finds itself deluged with opportunities for assisting groups as well as individuals who desire to use their leisure time intelligently. It is as impossible to tabulate activities of this nature as it is to allot definite periods of time for their accomplishment.

For more than six months the circulation at the Boston Public Library has been steadily falling. As these figures have so distinct a bearing on the amount of money estimated for a library's needs, it seems intelligent to analyze the reasons for such an unusual decrease.

1. The most vital reason is a greatly reduced book fund. In 1932 the branches were allowed $99,180 and in 1933, $58,473.

2. October 17 to 31, 1932, occurred what was known as "Fine Cancellation Weeks". During that period all fines were cancelled. Thousands of cards were restored to borrowers and the circulation in the Boston Branch Libraries increased 137,877 over the two corresponding weeks of 1931. Hundreds of these cards are now back in our files, again classed as "finable". During the first half of 1933 the circulation reflected the impetus given it by Fine Cancellation Weeks. October 16 to 30, 1933, the anniversary of the 1932 week, the volume of books drawn dropped 112,754, thus emphasizing the fictitious quality of an artificially-stimulated circulation.

3. Another reason for the drop is found in the fact that thousands of men and women who had been drawing from four to eight books weekly went to work on alphabetical projects or for private concerns.

4. Many people now belong to reading circles and book clubs, the members of which buy from ten to twelve books a year.

5. Many more are taking educational courses for which they purchase textbooks. Attendance at classes and required home study leave scant time for outside reading.

6. Improved radio programs for adults eat up time formerly spent in reading.

7. Numbers of people are living in such crowded quarters that reading at home is impossible and every foot of library space is at a premium. Hence, people who formerly took out books are now sitting in the library rooms reading but not taking books home.

8. Lending libraries are increasing and from them the type of fiction which appeals to the casual borrower can be most readily obtained.

9. The drop in circulation of children's books is difficult to account for, or rather, it is difficult to accept the reasons advanced in explanation of this phenomenon. Some say inertia; others insist that children become adults in their high chairs.

10. Each year there are more educational and recreational opportunities planned for children. Social service agencies offer activities which take most of the children's time outside the home. Nearly every organization, including the Hebrew schools which are building up extensive collections for use of their pupils, circulates books.

11. The influence of the movies seems to be worse than ever and children are becoming so sophisticated that books eagerly sought in former years are now passed over by young readers in search of the type of thrillers not to be found in a public library.

12. Other indescribable influences to which young people are exposed are producing gangs who haunt the libraries. They use the reading rooms as club rooms, veiling the real purpose of their attendance by aimlessly thumbing the pages of magazines. The librarian has difficulty in dealing with these gangs as they should be dealt with since the "library is free to

all". They, therefore, fill our rooms night after night driving away people who would like to use the library as it should be used.

From an educational point of view the value of the types of circulation cited in four of these items seems small. To recapitulate, these items are: (1) Cancelling of all debts regardless of the moral effect of such a procedure; (2) Purchase of books by members of reading circles; (3) Crowded living conditions, making it necessary to read at the library; and (4) The increased number of lending libraries.

The losses from the six other reasons may be classed largely as losses of business which should belong to the library: (1) Inadequacies of book appropriation. More money for books is most desirable, but the proportion of "detectives and murders" might well be curtailed; (2) The thousands of men and women who have gone back to work, if they have been properly introduced to the library, should continue to use it; (3) Courses should result in a more catholic taste in reading, rather than in the "fed-up attitude" expressed in such words as, "I've finished the reading that course called for; now I'll rest up"; (4) If the social service agencies would introduce their clubs and classes to the public library instead of duplicating the efforts of that institution, they would strengthen the position of the library in the community and save money spent on books for some other useful activity; (5) It is a moot point whether or not it is better for a library to advertise on a movie program. Even when a movie is worth advertising, the number of titles which can be listed on its program is small at best and the number of copies of books so listed is limited; (6) It sometimes seems as though an effective and unsentimental solution of the gang problem would be a sound-proof, bullet-proof room in the basement of a branch, furnished with chairs, tables, and periodicals, presided over by a burly, good-natured boss who would receive human flotsam and jetsam from the libraries and thus make the rooms available to those who would use them as libraries rather than as parking space.

Gone forever, some of us hope, are the days of inflated circulation, those days when we bought unlimited copies of ephemeral fiction and shoveled them over the counter; those days when the issue clerk feverishly punched a date stamp and pushed unending piles of books into the arms of waiting "Olivers" ever demanding more; those days when the progressive development of educational activities, which more than any other item enhances the cultural value of a library to its district, had to be abandoned, because libraries were forced to give their attention to the volume of the circulation rather than to its quality.

More and more let us hope the intangible rather than the tangible results will enter into consideration of the allocation of sums needed to maintain the full usefulness of a library to its neighborhood. If the sum necessary for "coverage" only is allotted, the library is placed on a level with the drug store book shelf and a high professional grade of service cannot be maintained.

In estimating the amount of service needed in a branch library, there are three main items to be considered: 1. The number of hours required for coverage; 2. The number of hours required for routine duties; and 3. The number of hours which can be legitimately used for services that cannot be tabulated and charted.

1. During all the hours a branch library is open there must be a sufficient number of people to cover each station. This may mean four or it may mean fourteen persons. In the Branches of the Boston Public Library the service required for coverage (for every floor above the first, one additional person's time is allowed) is indicated by colored blocks, each block representing a specified amount of time and each color representing a specified task.

2. Of routine duties, time studies have been made of something like 100 procedures to indicate the approximate amount of time required to achieve a specified result, such as taking a registration, charging and discharging a book, preparing a book for the bindery or for circulation.

3. It is difficult to specify intangible services such as personnel adjustments, preparing special reports and bibliographies, speaking before clubs or classes, keeping up with new books and reading book reviews. For this unknown quantity we allow what seems a reasonable amount of time and add this to the total amount required for routine work and coverage.

A year ago, before these studies had been worked out in detail, we took the amount of time required adequately to perform the duties of a branch rated A for efficiency of operation and accomplishment and worked it into a formula as follows:

A Branch circulation : A Branch hours : : B Branch circulation : x.

To x we added in each case a certain amount for the intangible and unusual services in connection with the work of that particular branch. We calculated our tentative estimates for service needed for each Branch in this way and found the results in the main satisfactory.

Certain factors applicable to individual branches, such as physical handicaps, age limitations, and difficult disciplinary problems sometimes call for an amount of time over and above that allowed for under the three headings: coverage, routine duties, and intangibles.

The time allotments in the Boston Public Library cover two separate periods, the vacation period from the first of July to the middle of September (11 weeks) and the fall, winter and spring period from the middle of September to the first of July (41 weeks). The number of hours per week allotted to a branch is translated into persons by the week and persons by the hour and the season's work is laid out accordingly.

After all these mathematical calculations have been made, one is bound to admit that the librarian should be the best judge of what she requires and should be capable of presenting her needs in a form intelligible to the business men whose task it is to pass on the budget. However, she finds figures based on calcula-

tions such as those described helpful in checking clerical and routine activities.

Efficiency of operation with regard to mechanical processes is not an end but a means. Furthermore, so-called efficiency which would dictate rather than co-operate—a somewhat slower procedure—destroys that priceless something known as morale.

Routine procedure should become more or less automatic as a man's legs, moving him from place to place, leave his mind free to meet the problems of that environment to which his unconscious feet have led him. When these procedures have become simplified to the *n*th degree, machines being used when practical, we can perhaps change the words red tape to magic carpet.

So far we have spoken only of methods of measuring time. In allocating money for personal service three items are essential, namely, an administration chart, a grading of the service, and a full set of job specifications. The two items last mentioned are of the utmost importance since it is the position rather than the person which should fix the rate of pay. If a floor has to be scrubbed and the rate is 50¢ an hour, that rate remains the same whether the job is done by Charles A. Lindbergh or Patsy Smith; but while Patsy Smith might hold the job indefinitely, Charles Lindbergh would soon rise from the ground to the sky. A Branch junior assistant's job must be rated at a specified amount and the fact that she has the qualifications which would entitle her to a more highly rated position, while it should not raise her salary as a junior assistant, will undoubtedly place her eventually in a higher position.

A public library exists for a purpose other than that of circulating as many volumes as possible, and to estimate the value of its service solely by the number of books circulated is to encourage a procedure which tends to restrict the range of vision of its workers and to soften rather than to strengthen the minds of its patrons.

The person who enters a public library should feel a sense of repose, not the hustle-bustle of a ten-cent store. He should find the books on the shelves clean and in an orderly arrangement. He should find not only the librarian but each assistant a charming well-informed hostess.

Five persons who have acquired the art of studying and of how to evaluate the worth of a book, and in so doing have read sixty worth while books, are of more value to a community than 5,000 persons who have caused the circulation of 20,000 murder and detective stories.

Libraries, together with other organizations, are busily taking stock and trying to forecast their future. We know not what the books of that future will be like, but we know the books of the past will be with us and, in some form other than radio and television, that wine of the spirit which we term literature and art will be eternally preserved in such a manner that we shall not be obliged to absorb their messages on the run. Libraries are here to stay but if they are to function successfully, they must be manned by workers who have that vision without which a people perish.

Catalog cards, classification schemes, book evaluation and methods of research can be taught to the average person but it is only the man or woman imbued with the exceptional quality of leadership who can inspire people with a desire for the best the library has to offer. Leadership—that is the quality more than any other which is needed in our libraries today; leaders who, while preserving the solidarity of the staff organization, encourage individual progress and above all give to those who follow a vision of the heights toward which together they are journeying.

October

The fields have paled to yellow,
The skies are sapphire blue;
The orchards hanging mellow,
The nuts a browner hue.

The wistful morns, transcendent,
Bediamonded with dew—
And all these gems resplendent,
October gives to you.

——From *Songs of the Gunflint Trail*
By WALTER B. BAUMAN
Courtesy of Pioneer Pub. Co.

The Development Of A Program Of Research In Library Science In The Graduate Library School*

By LOUIS R. WILSON

Dean of the Graduate Library School, University of Chicago

IN AN article in the LIBRARY JOURNAL for October 15, 1933, entitled "The Development of Research in Relation to Library Schools",[1] I undertook to show how development in research in library science had accompanied the development of library schools. This growth was evident in the better organization of library schools as integral parts of universities, the greater training of library school faculties, the extension of curricula, the increased opportunities for library school students to pursue advanced studies in related fields, the establishment of fellowships for the benefit of research students, the provision of grants for the support of investigation, the addition to library school faculties of research associates and assistants, the establishment of the Graduate Library School of the University of Chicago with the express purpose of furthering research and advanced study in library science through it, and the founding of the *Library Quarterly* as a medium through which the results of investigation might be published. Reference was also made to the work of the Advisory Board for the Study of Special Projects which had summarized, in an article in the *Library Quarterly* for October, 1933,[2] the suggestions made by practicing librarians concerning problems which they wished studied, and the list of theses submitted by graduate students in library schools for the five year period 1928-32 also published in the *Library Quarterly* in July, 1933.[3]

In a paper in THE LIBRARY JOURNAL for April 15, 1934, entitled "Research in Progress in Library Science",[4] investigations then engaged in by members of the staff and students of the Graduate Library School of the University of Chicago were briefly described. It is my purpose in this paper to describe the way in which the program of investigation has been developed by the Graduate Library School, and to show what further means should be provided to insure the continued development of the program.

1. *Development of Staff:* The composition of the staff of a given library school necessarily largely determines the nature of investigation in which the school can properly engage. For this reason the organization of the staff of the Graduate Library School was carefully considered by the University, and the staff first chosen was selected in keeping with the University's emphasis upon the social as well as the technical and historical aspects of librarianship. Any additions which may be made to it in the future will be made in line with what the School thinks may be most profitably undertaken by it in conjunction with the University as a whole. Two fields of investigation which at present seem of particular importance to the School, but which it has been unable to cultivate as extensively as desired, are those of public library and school library administration. The resources of the University of Chicago in personnel and equipment in the departments of political science and education would seem to justify the exploration of these fields by the Graduate Library School, either through additions to its own staff or through members of the staffs of the other departments concerned.

2. *Definition of Fields:* Since its organization, the Graduate Library School has gone carefully about the organization of the fields of investigation which it has felt able to cultivate successfully. So far these may be said to be: Reading interests, including book selection and the reading interests of children and college students; college and university library administration, community analysis, classification and cataloging, bibliography, and the history of libraries and printing. An analysis of the theses submitted in the School for the M.A. and Ph.D. degrees and the recently listed studies now under way would show these subjects had been dealt with in the main. The actual work of investigation in these subjects has also been accompanied by an accumulation not only of library resources to support these subjects, but of extensive collections of raw data as well. Inasmuch as the social significance of the library has been emphasized by the School, thousands of forms and questionnaires have been secured and filed in the library and statistical laboratory of the School.

3. *Integration with Work in other Fields:* Definite effort has been made to integrate all of the work of the School, both in instruction and in investigation, with that of other departments and schools of the University. In this respect the School has taken full advantage of its connection with the University, and in every way possible has enabled its students to pursue courses offered by other departments in the University. In the case of studies dealing with college

* Read before Professional Training Section of the A.L.A., June 25, 1934.

[1] Louis R. Wilson, "The Development of Research in Relation to Library Schools." LIB. JOUR., 58:817-821, October 15, 1933.

[2] Louis R. Wilson, et al., "Proposals Submitted to the American Library Association for Study and Investigation." *Library Quarterly*, 3:390-407, October 1933.

[3] Douglas Waples, "Graduate Theses Accepted by Library Schools in the United States from June, 1928, to June, 1932." *Library Quarterly*, 3:267-291, July 1933.

[4] Louis R. Wilson, "Research in Progress in Library Science." LIB. JOUR., 59:337-341, April 15, 1934.

and university administration, for example, individual curricula have been followed by students. These curricula have embraced courses in the department of education in college and university administration and, in a number of instances, students have participated in, or have been kept in close touch with, studies in the field of college and university administration, notably in such studies as the recent twelve-volume Survey of the University of Chicago[5] and the revision of standards, including college library standards, of the North Central Association. A thesis[6] recently completed by a student in the Graduate Library School was based largely upon data secured by the Committee of the North Central Association charged with the revision of college library standards. It deals with the measurement of college library efficiency in relation to the efficiency of the college of which it is a part, and the soundness of its conclusions has been carefully considered by the committee in question. Two other theses[7] dealing with the character of books printed and of the contents of private libraries in the Colonial period have in turn grown out of courses in the Graduate Library School on the one hand, and departments of literature and history respectively on the other. The courses in these departments dealt specifically with the history of Colonial literature and culture, respectively. Studies in classification, as in the case of special subjects in the field of religion, have been closely integrated with work in the Divinity School, and students working on varied aspects of reading and reading interest are kept in touch with such studies as those on readability by Gray of the department of education, and on the development of attitudes in children by means of movies by Thurstone of the department of psychology. Training and experience in the use of statistics are acquired through courses and laboratory work in that field through a number of departments such as education, sociology, economics, psychology, commerce, and mathematics, depending upon the nature of the study concerned. Studies carried on in this manner result in a broadening of the student's range of experience and contribute to the value of the investigations concerned.

4. *Development of Methods and Procedures:* The task of developing methods and procedures of investigation engaged the staff as soon as it was organized. Not only were other departments drawn upon for suggestions, but two special courses, similar to introductory courses in graduate study and investigation in many fields such as sociology, economics, education, history, and literature, were organized, dealing specifically with library science. The effort in both has been to acquaint the student with the spirit and methods of science. The first course has dealt primarily with procedures followed in recognizing, defining, and limiting problems in library science which may be investigated profitably. All members of the School staff participate in the conduct of this course and present problems from their respective fields. Problems of local or general application are differentiated and methods of recognizing what problems may be successfully studied are indicated. The second course has dealt with the method or methods which may be employed successfully in solving problems thus discovered and defined. For the solution of any given problem one or more methods may be employed. In certain instances the historical method may be indicated, in others, schedules or questionnaires may be necessary, in another the case study, in still another the survey. Problem solution, in this respect, is not unlike golf. Different clubs or methods are used for different purposes. Students must be familiar with many methods, such as those employed in the social and physical sciences, if satisfactory answers are to be found to problems of varying character. In carrying out a successful study, it is as necessary for the students to be able to choose the right methods as it is for the golfer to use the correct club.

In acquainting students with methods and procedures, two means have been extensively employed. The first, as stated above, has been through cooperation by students with members of the staff of the School and with the staffs of other departments in the carrying on of some specific investigation. The second has been through the careful analysis and criticism of a number of studies in related fields. In the course in methods referred to above, a dozen or more of such studies are selected for consideration in detail. Among them are such titles as:[8] Lundberg—*Social Research*, Odum and Jocher—*Introduction to Social Science*, Waples and Tyler—*Research Methods and Teachers' Problems*, Cheney—*Economic Survey of the Book Industry*, Jordan—*Children's Interests in Reading*, Judd and Buswell—*Silent Reading*, Waples and Tyler—*What People Want to Read About*, Thurstone and Chave—*The Measurement of Attitude*, Pearson—*The Grammar of Science*. These may be added to or others may be substituted for them as the occasion may demand. They are all studied, however, in the light of such questions as these: "Which of the studies read in connection with this course do you consider most important from the three standpoints: (a) Purpose, (b) Technical structure, (c) Completeness or relevance of the data? Why? Redraft or criticize the study constructively, i.e., plan it in considerable detail, as you might if you were given time and funds to repeat the study in

[5] *University of Chicago Survey*, Volumes I-XII (Chicago: University of Chicago Press, 1933).

[6] Errett Weir McDiarmid, Jr., "Conditions Affecting Use of the College Library," Unpublished doctor's thesis, Graduate Library School, June, 1934.

[7] Arthur Berthold, "American Colonial Printing as Determined by Contemporary Cultural Forces," and Thomas Keys, "Private and Semi-Private Libraries in the American Colonies, an Analysis of Their Contents," Unpublished Master's theses, Graduate Library School, University of Chicago, June, 1934.

[8] G. A. Lundberg, *Social Research* (New York: Longmans, Green and Company, 1929).
H. W. Odum and Katharine Jocher, *Introduction to Social Research* (New York: H. Holt and Company, 1929).
Douglas Waples and Ralph Tyler, *Research Methods and Teachers' Problems* (New York: The Macmillan Company, 1930).
O. H. Cheney, *Economic Survey of the Book Industry, 1930-31* (New York: National Association of Book Publishers, 1931).
A. M. Jordan, *Children's Interests in Reading* (Chapel Hill: University of North Carolina Press, 1926).
C. H. Judd and G. T. Buswell, *Silent Reading* (Chicago: University of Chicago Press, 1924).
Douglas Waples and Ralph Tyler, *What People Want to Read About* (Chicago: A. L. A. and University of Chicago Press, 1931).
L. L. Thurstone and E. J. Chave, *The Measurement of Attitude* (Chicago: University of Chicago Press, 1929).
Karl Pearson, *The Grammar of Science* (3rd ed., London: A. and C. Black, 1911).

order to accomplish the original purpose more fully. This should include checking important assumptions, securing more adequate samples, experimental checks on conclusions, *et al.* Take particular pains to confine your discussion to the practicabilities of the problem in hand."

5. *Studies Become Bases of Other Studies:* One of the characteristics of investigation is that the results of one study become the bases for other studies. In the field of science major discoveries of years ago are constantly being applied in new ways. Through the procedures indicated above, studies have been developed in the Graduate Library School which in turn have become the bases or starting points from which other studies in library science have been begun. The study by Waples and Tyler—*What People Want to Read About*[9]—is a case in point. Before studies could be begun dealing with the reading interests of special groups, it was essential that certain basic facts about the interest in reading of people in general should be established. While such a general study might or might not prove interesting to the general public, or even to librarians, it was essential that such a study should be made and along scientific lines before, for example, the reading interests of college students could be investigated successfully. In order to compare the reading interests of senior men and senior women in a given college upon given subjects—athletics, or how to achieve a successful marriage, for example—it was necessary to determine first of all that sex and educational attainment are among the five or six most important factors in determining interest. The more recent studies by Carnovsky[10] and Gerberich,[11] in which extensive comparisons of student reading interests are made, could not have been successfully undertaken had not the foundation been laid in this earlier study. The Shaw[12] and Hilton[13] lists for college and junior college libraries have, in turn, become the bases for comparisons of the holdings of various college libraries. The study by Akers[14] of the differentiation between professional and clerical procedures in the catalog department can easily be used as a guide for studies dealing with similar procedures in other departments.

6. *Data Become Bases for New Combinations:* Equally important has been the building up of data for future studies. Examples of subjects in which such data have been secured include: Reading interests, college libraries, college library standards, classification and cataloging, the library in relation to public administration, county library development in the South, distribution of library resources in cities, counties, and the nation, statistics of circulation, registration, and population in relation to library use. Such data are available not only for the specific purpose for which they were first selected, but are available for use for different purposes and different combinations. Data recently secured through twenty-two studies carried on by the University of Chicago under the Federal Office of Education furnish an illustration of this important fact. Although they dealt with specific aspects of education at the pre-school, elementary, secondary, college, and adult levels in the Chicago metropolitan area, they are now available for use in new combinations which will increase the scope and significance of the original studies for which they were secured. Combined with other data from the Tennessee Valley Authority, Frazer Valley library demonstration, and the Rosenwald county library demonstrations in the Southern states, they may yield further information of significance.

7. *Administrative and Financial Procedure Established:* In carrying out this program, the School has been guided by the general plan of the University. The present basis of work of a professor in the University of Chicago is three courses per quarter for three quarters of the year. This work may be allotted to administration, teaching, or research as the interests of a department or school may demand. In order that the members of the staff of the Graduate Library School may have opportunity to carry on individual research, their programs are arranged in such way that one-third of their time can be devoted to investigation and two-thirds to teaching, and the fourth quarter can be utilized as vacation or devoted to research, as the instructor may desire. During 1934-35 the time devoted to meeting classes will be further curtailed by general legislation passed by the University to make possible greater opportunity for investigation and the direction of student work. Three fellowships have been awarded annually to students who have demonstrated ability in research, and grants-in-aid and research assistantships, in varying numbers, have been provided for research purposes. The School has also been fortunate in receiving a number of grants for the conduct of such studies as the revision of the standards of college libraries of colleges having membership in the North Central Association, and the public administration and Rosenwald county library studies.

In developing further its work in the field of investigation, the Graduate Library School will be confronted with a number of problems. Among them the following are worthy of mention here:

1. *Additions to Staff:* It will be necessary to make new additions to the staff. Such additions should be made in the light of the fields which the School and the University of Chicago combined can cultivate to the best advantage. As indicated earlier, it would seem that special consideration should be given to public and school library administration as the resources of the University of Chicago in these fields are such as to insure sustained programs in these subjects.

2. *Additional Funds Required:* As the program of investigation has been gotten under way it has become increasingly apparent that the expense of carrying on

[9] *Op. cit.*

[10] Leon Carnovsky, "A Study of the Relationship between Reading Interest and Actual Reading." *Library Quarterly*, 4:76-110. January, 1934.

[11] J. R. Gerberich, "The Optional and Required Reading of College Students." *School and Society*, 38:1-4. July 15, 1933.

[12] C. B. Shaw, *A List of Books for College Libraries* (Chicago: American Library Association, 1931).

[13] Eugene Hilton, *Junior College Book List* (Berkeley: University of California Press, 1930).

[14] Susan G. Akers, "The Reading Needs of Typical Student Groups: With Special Attention to Factors Contributing to the Satisfaction of Reading Interests." Unpublished Doctor's thesis, Graduate Library School, University of Chicago, August, 1932.

such work is high. So far the expenditures which the School has been able to make have been very modest and in no sense are comparable to the more extensive funds which have been provided for investigation in education, political science, and other of the social sciences. As a matter of fact, the library profession and investigators in the social sciences have largely thought of all investigation dealing with librarianship as technical, bibliographical, or historical. The social significance of reading as a common behavior of many aspects has largely been overlooked. The schools have taught pupils to read and libraries have organized reading materials and made them available. But the importance and meaning to society of their use is yet to receive the consideration that crime or delinquency or a number of other behaviors have received. Librarians, foundations, and research councils have been interested in great bibliographical undertakings, such as the publication of the *Union List of Serials*, the development of the Union Catalog in the Library of Congress, and the reprinting of the *Catalog of the British Museum*. They have provided financial support for them. If investigation in the field of library science is to be effectively developed, and reading as a social behavior is to be studied in its broader aspects, funds for this purpose will have to be materially increased. Foundations and national research organizations will also have to realize that funds over which they have control may be appropriately made available for the employment of personnel and for the collection of important data. As yet no library school has been provided with personnel and funds for teaching and investigation in any sense comparable to those regularly required in the establishment and conduct of a medical school, and a number of institutes for research in social science spend annually far more for research alone than any library school spends for all purposes.

3. *Funds for Fellowships, Grants-in-aid, Research Assistantships, and Part-time Positions Essential:* The Graduate Library School is conscious of the fact that if it is to develop and maintain a successful program of investigation, funds for fellowships, grants-in-aid, research assistantships, and part-time positions will have to be increased. Graduate study in the main is not paid for by the students who are going through graduate schools. It is largely supported by subsidies of one kind or another, and this is particularly true in the field of librarianship where salaries are low and where the opportunity for advanced study has been too brief for the development of a compelling tradition. It is our conviction at the Graduate Library School that the best form of support is that which is provided through research assistantships, part-time positions, and grants-in-aid. Better trained investigators can be secured in this way than through fellowships which meet the entire student expense. The latter method seems to be the more effective for promoting study leading to higher degrees and should be supported generously in order to increase the number of librarians whose training is comparable to that of leaders in educational and scientific fields.

4. *Closer Integration with Other Departments and Fields of Specialization is Desired:* The Graduate Library School is also aware of the necessity of securing closer integration with other departments and fields of specialization. It will be necessary for it to develop the closest possible contacts with other departments and have its students participate not only in courses offered by them but in investigation carried on through them. Until more basic studies in the specific field of library science have been developed, it will be necessary to draw largely upon courses and studies in other fields for guidance.

5. *More Cooperation with Practicing Librarians Must be Secured:* One of the greatest difficulties with which the School has been confronted to date has been that of securing raw data concerning library problems. Such data are obviously indispensable and they cannot be secured outside of libraries. They are not produced in a vacuum. To secure these the School has had to make provision for the keeping of records which busy librarians ordinarily do not maintain. If analyses of library procedures are to be worked out, for example, in the matter of cost accounting, it will be necessary for a number of libraries of different kinds to maintain records which at present are not kept. This will require an expenditure of both money and time on the part of the libraries maintaining them. The School can work out forms and indicate the nature of the information to be sought, but it is only through cooperation with librarians that it can secure the essential raw data for studies of this nature. It will also be necessary for those who are charged with the responsibility of defining library terms to perform this highly important service as comparisons cannot be made until common bases are available.

6. *Better Methods for Selecting Research Students are Desirable:* As the work of the School has developed it has become increasingly clear that it must improve its means of selecting persons who are likely to become effective research students. The fact that a student has done acceptable work in academic and library subjects is not sufficient to indicate that he will be able to carry on successful work in a highly specialized piece of investigation.

7. *Methods of Keeping Informed about Research in Progress:* In carrying on its work, the Graduate Library School is confronted as are other schools with the desirability of having a more complete annual record of research in progress in library science. A program of cooperation on the part of the Association of American Library Schools, the Advisory Board for the Study of Special Projects, the Editorial Board of the *Library Quarterly*, the Editorial Committee of the A.L.A., the Association of Research Librarians, and cooperating research councils in other fields, could help the staff keep informed as to subjects and fields of interest and studies being carried on.

8. *More Money for Publication is Required:* A fundamental incentive to investigation is the expectation of seeing the results of such work published. The Graduate Library School would look more confidently toward the carrying out of its program if it

had additional funds for the publication of the results of important investigations. It is only through such publication or the provision of additional copies of theses that the results of investigation can be made available and work in progress influenced accordingly.

9. *A Clearer Understanding of the Methods and Objectives of Research is Desired:* The program outlined in this paper has been gotten under way with what it is hoped may be considered some degree of success. A greater degree of success, however, can be achieved if the difficulties suggested can be overcome, and if the profession by and large will accord the problems presented more critical consideration. The service which the library is rendering the public is being subjected to greater question today than it has ever been before. Greater knowledge of the nature of the service rendered, of the groups served, and the benefits flowing from such service are demanded. It is the hope of the Graduate Library School that through the cooperation of the profession, other library schools, and investigators in other fields, it may contribute to the increase of this essential knowledge. Investigation is, after all, not an end in itself. In the case of library science, it is a means by which it is hoped that the service of libraries may be improved and the value of the library as an educational and cultural institution of society may be multiplied many fold.

Library Service On No Budget At All

By HENRY BLACK

COMMONWEALTH COLLEGE is a small labor school located in the heart of the Ozark Mountains, eleven miles southwest of Mena, Arkansas, the nearest town. The college group includes thirty-five students, six teachers, and a few "maintenance workers". It is a "self help" institution; all students and teachers work twenty hours a week on the college farm, in the kitchen, print shop, office, library, and other establishments, to pay for board and room. The total college budget is less than $7500 per year. The curriculum is largely devoted to history, economics, labor problems, psychology and related courses.

The library is the center of college activity. The book collection includes about 7,400 volumes, exclusive of periodical files. Six daily papers, twenty of the better national weeklies and monthlies, and 125 trade union, cooperative, Socialist, Communist, and farm papers are currently received. Accurate circulation records are among the many luxuries we manage to do without, but circulation is between 200 and 250 volumes per month, or an average of slightly more than one volume a person per week. Textbooks (all of which are supplied by the library), collateral reading, and other books in constant demand, are, as usual, kept on reserve in the reading room. The library has no regular budget, necessary expenditures are made through the "miscellaneous" fund in the college office, and most of the new books are gifts. Total expenditures for the library probably do not run over $125 per year (though it is hoped this figure will be increased shortly from prospective gifts to the school). The library staff consists at present of the librarian, Mr. Bob Harting, two students and the writer.

The library building is a single story frame structure, 65 x 23 feet. Half of this is occupied by a reading room seating twenty to twenty-four people, and the other half by a stack room and a sort of central lobby in which are located the circulation desk, the card catalog, racks for the less important papers, and a large fireplace. The workroom is located in one of the dormitories. The reading room is heated by a wood-burning stove, the other two rooms by the fireplace (a romantic, but most inefficient heating device). Janitorial duties are assigned to one of the students, but occasionally he does not come around on time and one of the extra-professional tasks the librarian must learn is that of fireman; the stove isn't bad, but managing a fireplace in mid-winter really should be classed among the fine arts. A not too-reliable farm light plant supplies electric current; occasional break-downs necessitate the assemblage of a large battery of kerosene lamps.

All equipment: tables, benches (there is but one chair in the library), magazine stands, newspaper racks, stacks, desks, and card catalog cabinet, is homemade. Most of this furniture is quite satisfactory, people grow accustomed to benches and learn to watch out for splinters, and homemade periodical racks and bookcases serve well enough, but the card catalog cabinet is somewhat of a trial; apparently it is the result of the efforts of several people, and their cooperation was not completely successful. It was recently necessary to add several trays and it was found that they were not interchangeable; those from the right side of the cabinet do not fit the racks of the left side. Too, the rods which lock in the cards are not nicely finished brass rods which screw easily into place, but home-forged iron affairs which are held in place by clips on the inside ends; removing or replacing lock rods necessitates taking the drawer all the way out. Finally, a few of the trays are as much as three-eighths of an inch wider than the cards, and the peculiar shaking, twisting motion of the wrist needed to replace the rods is, we believe, to be found only here.

Reference work is our greatest problem. Naturally

very few reference books are received as gifts and purchases are few. Every day brings questions which task both resources and imagination. The *Britannica* and the few Annuals we do have are used to the utmost and several sources, which would not be very important in most libraries, are much used here. The New York *Times* is a regular mine of information, not only for current topics, but for statistics, history, tariffs and similar matters. We cannot afford the *Index* to the *Times*, but some of the teachers and students maintain somewhat informal lists or notes on special subjects. The Rand School "Index to Labor Articles", a mimeographed monthly publication, is a useful guide to the less important labor and radical periodicals, of which we have a large number. Of particular importance in the reference work is the pamphlet file. Cooperative, labor, liberal and radical organizations publish much material in leaflet or pamphlet form of which the library has quite a large collection (statistics are lacking, the pamphlet collection occupies about sixty feet of shelf space) which provides answer to a large number and variety of questions. College and university catalogs are frequently used as sources of names and addresses. The reference work takes far more time per student or per inquiry than it would in a properly equipped library, but most of it gets done somehow. A full knowledge of all the possible sources in the library keeps the questions that cannot be answered to a minimum and, fortunately, there is practically no demand for material in scientific and technical fields.

As might be expected, the technical side of the work, classification, cataloging, and records, is poor. Librarians have usually been untrained and inexperienced students, few of whom can stay long enough to acquire any skill (the writer is the first person with even a semblance of special knowledge who has worked here, and his training is certainly nothing to boast of). The catalog contains all the mistakes ever listed by textbook writers, plus a few which we believe to be original. To a trained librarian, some of the mistakes might appear to be inexcusable; for example, copies of some books are found in as many as four different classifications. Here one realizes anew that the classification and cataloging of books is a quite complicated process. Many amusing things are to be found in the catalog, but the prizes must go to an unknown predecessor who classed Flexner's *Prostitution in Europe* under 327 (international relations) and to someone who cataloged separately each volume of a legal encyclopedia. Work has recently been started on the recataloging of the more important books.

Cataloging is done under severe handicaps. The workroom is in one of the dormitories 200 feet from the library building. Special tools and bibliographic aids are conspicuous by their absence. Copies of the abridged Dewey classification and of Sears subject-heading list, a book stamp, ink, a few pens, and a typewriter, complete the equipment. Rubber stamps, printed forms, and other conveniences are totally lacking. L. C. cards are out of the question. Here a cataloger relies on his knowledge of general principles, his memory of specific rules, and ability to make decisions quickly. If ever a knowledge of theory and fundamental principles is important, it is here. Cutter numbers are not used, chiefly because of the inability to sell the college treasurer on the idea of buying the tables. Between 300 and 400 books are added each year, most of which are gifts and are surprisingly varied and appropriate (a result, in part, of very wide and continuous advertising). It is necessary, however, to be quite hard-boiled about discarding some of them.

This tale of poverty may incline the reader to think that Commonwealth is a dreadful place to work. But, if one has a serene temperament, and a large bump of humor (of course, all librarians need these, but here they are the price of life itself) many entertaining incidents lighten the grind. The atmosphere of the college is free and democratic. Occasionally students wander into the catalog room to look around and a few are free with suggestions and criticisms, asking such questions as "Why did you put this book here, instead of in 335?" or "Don't you think you ought to add a subject card under 'Americanism' for this?" Since it would be uncommunal behavior merely to chase them out, one must stop and defend his position.

Most of the students, and a few of the teachers, have had little contacts with libraries, a fact which leads to demands so impossible as to be amusing. There was, for example, the boy who dashed in after four o'clock one afternoon, threw down seven volumes, and said, "Dave wants these cataloged and brought over right away, before supper". But he was not as bad as the faculty member who came in at 1:15 one day asking for a list of "the more important books on the economic and social aspects of agriculture published in the last few years". When did he want it? "Well, I'd like to have it in time for the mail (3:00 P.M.)."

Judged by professional standards, the library work here is poor. We need books, room, money, and trained personnel. Our records are atrocious. Undoubtedly many mistakes are still being made. A visiting librarian would make dozens of suggestions. Yet it is surprising how much can be done with so little. We manage somehow to give most of the service demanded by the community.

Bridging The Gulf Between The College Classroom And The Library[1]

By PEYTON HURT

Instructor, School of Librarianship, University of California

BETWEEN the two agencies which contribute most to the college student's education there is a vast gulf. On one side stands the instructor, the classroom lecturer, who introduces and outlines the fields of knowledge, assigns and suggests reading material, and in general directs the student's intellectual activities. On the other side stands the librarian, who supplies the reading materials and thus provides the facilities with which the student may enlarge upon the instructor's outline of a particular field. From one side the student receives lectures, assignments and suggestions for study; from the other he receives the printed materials with which to explore for himself the fields of knowledge.

On the face of it, one would expect to find close cooperation between the instructor and the librarian, to the common end of stimulating and encouraging the student's intellectual growth, but, in actual practice, the instructor and the librarian have few contacts and little cooperation. The classroom and the library are two separate institutions without even a well established line of communication between. Each has developed and is maintained without sufficient appreciation of the significance of the other.

This situation causes many difficulties. On the one hand the librarians are not able to co-ordinate library service with classroom instruction; on the other, students do not make the best use of available library materials. A normal supply of books, periodicals, and other printed materials proves insufficient when large groups of students are required to work on the same problem at the same time. Nevertheless, instructors commonly make assignments without regard to the availability of the library materials, causing a great rush of students for a few printed works. Under these conditions, some books and periodicals may be subjected to highly intensive and destructive use; they are often stolen, mutilated, marked, dog-eared, and otherwise brought to a condition requiring repair or replacement. At the same time, the scarcity of library materials greatly handicaps the student's efforts to fulfill the classroom assignment, with the result that much time and effort are wasted.

In a university library with which I am acquainted, the students of one large class are required each year to prepare a debate on Capitalism and Socialism. Their rush for material badly damaged two costly volumes of an encyclopedia which contained an article on Capitalism, and also made a fairly good job of ruining the chief magazines and pamphlets containing information on the subject. Another large class, studying economic problems under the "New Deal," had the misfortune of being assigned *en masse* the subject of credit control. At the height of the rush, several of the most needed periodicals disappeared, several others fell to pieces, while the students, the librarians, and the library materials were all considerably the worse from wear and tear.

A number of years ago an instructor asked his class to prepare a map of the new countries of Europe. Before the unsuspecting librarians could get them under lock and key, every available map in the library had disappeared. A fellow librarian has recently described to me a similar occurrence in another college where a teacher of art required his students to prepare papers illustrated with copies of the works of particular artists. It will be impossible to make that assignment another year, for the once available illustrations have disappeared.

It would seem that these peak load assignments could easily be avoided. Yet, in some classes, year after year the same assignments are given, resulting each time in a furious struggle for a few books and periodicals, which under normal conditions are available in quantities sufficient for all needs. Without attempting to draw conclusions, I shall ask you to consider the following questions. How many instructors time their assignments with the aim of facilitating library service to the students? How many instructors consult the librarians to see if assignments should be modified in the interest of better library service? How many instructors take the trouble to find out whether or not the library is prepared to meet the demands of their classroom assignments?

But this is only one side of the matter. If we may accuse the instructors of being unaware of the problems of the library, we may also accuse the librarians of knowing little about what goes on in the classroom. It is the business of the librarians to make available the printed materials needed by the students in the various fields of instruction. Yet the librarians are often unprepared for student demands for books and periodicals dealing with a particular subject. Being uniformed concerning classroom activities, the librarians may fail to meet even the legitimate and ordinary needs of students in individual courses. Looking at this side of the problem, we may phrase our questions differently. How many librarians act on their own initiative to acquaint themselves with the library needs of the various courses of instruction? How many librarians, profiting from experience,

[1] Paper read before the University and College Section of the California Library Association at the annual meeting in Pasadena, May 3, 1934.

protest against assignments which have caused disastrous runs on library materials? How many librarians try to secure the instructors' cooperation in co-ordinating library service with classroom instruction?

Significance of the Trend toward Independent Study

Without attempting to determine the width of the gulf between the library and the classroom, we need to consider a more important point, the question of whether or not the gulf is likely to remain. A present trend is toward independent study and away from "spoon-feeding" in college courses. If this trend continues, it will be necessary to bridge the gulf between the classroom and the library. A number of independent study plans are now being developed at colleges and universities in America. The University of Chicago plan stresses the library.[2] The "independent study plan" of Stanford University involves a triangular relationship between the director of independent study, the instructors in particular subject-fields, and the librarians.[3] The new "credit by examination" plan of the University of California permits students to take examinations for credit without taking formal courses of instruction.[4] The student must turn to the library to develop his knowledge of those subjects in which he seeks to obtain credit by examination. In the Stephens College Library experiment the trend is developed to the fullest extent. The head librarian has been made the Dean of Instruction and the entire college curriculum is centered in the library.[5]

These innovations in the college educational system are but high-lights indicating a widespread movement away from the lecture and assigned reading method of instruction. At the same time, there is increasing activity in the field of adult education, which also emphasizes use of the library. For many years, lip-service has been paid to the idea that "the library is the heart of the educational system." Today, it is actually near to attaining such a vital significance. This calls for an important change in the work of the librarians.

As long as instructors assign exactly what the students are to read, the librarians can content themselves with supplying the materials on demand. But when the student is thrown upon his own resources, the librarians must take part in supervising and directing student reading. Yesterday, when assignments covered all student reading, the librarians had little responsibility in the teaching program. Today, when most of the reading is assigned and only a small portion is left to student initiative, the librarians are advising and guiding the student in his independent work. Tomorrow, when the student may receive only a general outline in lectures and then be left to explore the field for himself, the librarian will be actively engaged in the work of teaching. The trend toward independent study thus emphasizes the need of cooperation between the instructors and the librarians.

Failure of Lectures and Assigned Reading to Develop Independence and Initiative

The weakness of the "lecture and assigned reading" method of instruction is its failure to develop initiative and independence. The students grow so accustomed to "spoon-feeding" that they never seek nourishment for themselves. Many college graduates have the feeling that some things must remain unknown to them forever because they never took a college course in which those things were explained. The habits which are practiced are the habits which persist, and lectures and assigned reading do not give students the habit of independent study.

The results are that college graduates are unskilled in the use of a library as a source of information on subjects of interest to them. A year ago, I gave a comprehensive examination on the use of the library to 354 graduate students at the University of California and Stanford University. It was a select group chosen to represent those who have received the best and most extensive training these universities have to offer. Twenty-six per cent of those who took the examination were fully qualified candidates for the Doctor's degree and 37 per cent of them held university appointments. The examination covered four points: (1) ability; (2) instruction; (3) frequency of library use; and (4) desire for instruction or information on the use of the library.

The results of the examination have been analyzed and discussed in an article appearing in the *Library Quarterly*,[6] and I shall here point out only a few of the most significant features. These graduate students were sadly deficient in knowledge of library tools and technique. They did not know the general indexes to library materials and were weak in knowledge of the bibliography of their special fields of study. Forty-nine per cent of them said that they often felt "need of advice or assistance in using the card catalog," the primary index to the contents of a library! The situation with reference to periodical indexes, bibliographies, and other guides to printed information was the same or worse.

But we do not need to accept the evidence of this test of ability to use library materials in order to determine whether or not the students had been trained to use the library. In answer to specific questions, 62 per cent of them declared that they had never received any such training in any of their college courses, undergraduate or graduate. Sixty-three per cent of them stated they had never received personal instruction in the use of the library even from instructors or library assistants! Finally, 68 per cent of the students stated that, in their opinion, they needed "instruction or information concerning the general technique of using a library," and 78 per cent said that "such instruction or information would have been useful in undergraduate work." Although the candidates for the Doctor's degree were less em-

[2] M. Llewellyn Raney, "The New College Plan at the University of Chicago and Its Library," LIB. JOUR. 59:193-196. March 1, 1934.

[3] "The Independent Study Plan," *Annual report of the President of Stanford University*, 1932, 312-316.

[4] University of California *Faculty Bulletin* (January 15, 1934), v.3,no.5:8-9; (February 15, 1934), v.3,no.6:4.

[5] W. Lamar Johnson, "Stephens College Library Experiment," *The Junior College Journal*, 4:358-361. April 1934.

[6] Peyton Hurt, "The Need of College and University Instruction in Use of the Library," *Library Quarterly*, 4:436-448. July 1934.

phatic in expressing their need of such instruction, a majority of them said that they needed it; and a much larger majority favored formal undergraduate instruction in the use of library materials.

Because of lack of training in the use of the library, many needless and frequently repeated steps are taken to secure information which students might obtain simply and directly. Librarians are obliged to do much routine work assisting in problems which the students should know how to solve for themselves. Both students' and librarians' time would be saved in a large measure, if the students were trained in library use. But of most importance is the fact that college graduates will be able to make far more efficient use of the library as a source of information on subjects of interest to them, if their undergraduate training has given them adequate preparation for such independent work.

Need of Instruction in Library Use as a Basis for Independent Work

Common agreement exists among college and university authorities that students should be trained for independent work after college days are over. In fact, many contend that students should be required to do independent work in the last years of college. The question is how shall such training be provided. The easiest method, and in large introductory courses perhaps the only feasible method, of teaching is by lectures and assigned reading but, as we have seen, this does not develop initiative and independence. In more advanced courses, however, it is now the custom to assign topics on which the students do supposedly independent work. It is here that the greatest need exists for instruction in library use. It is here that instructors and librarians should get together.

A close analysis of the results of college training has shown that the great majority of the students never receive any instruction in the use of library materials.[7] When special reports or other forms of independent study are assigned, the students must work without previous instruction in the use of the indexes and guides to printed materials. Although they may be instructed in almost every conceivable subject, they are expected to learn the technique of independent study for themselves. The students are taught particular subjects and asked to do independent work in the library. It would be better to teach them how to use the library and then ask them to do independent work in the various subjects.

But we cannot ask each instructor to give time from his subject to explain the use of library catalogs and indexes. The instructor does not know about them and, in any case, such a system would lead to endless duplication. Instruction in library methods, including the use of the card catalog, periodical indexes, and general reference books, should be offered in one central basic course, which might be considered as an introduction to independent study. With the general instruction of this type disposed of, each individual instructor should be called upon to teach something about the literature, including the special indexes and guides, in his special field.

A canvass of the possible means of instructing college students in the general technique of using a library points to the conclusion that such instruction should be given by a librarian, that is by an officer thoroughly familiar with the department most concerned. The average librarian, however, is not prepared to give adequate instruction of this type. Courses in library science and bibliography have the reputation of being the driest courses on earth. The reason seems to be that the librarians, or bibliographers, who give such courses, fail to relate them to the basic problems of independent study, but rather devote attention to library tools and techniques as ends in themselves.

If the librarians are to offer instruction in library use in a manner which will satisfy the need for basic training in independent study, they must comprehend the problems of instruction in the major subject-fields. They must abandon the traditional position of being merely a service agency and take a more understanding and active part in classroom work. Instruction in library use must be co-ordinated with instruction in the subject fields. The emphasis must be on methods of finding information needed for the study of particular subjects and, above all things, a dry enumeration of the indexes and guides and reference books must be avoided.

A Plan for Integrating Library Service with Classroom Instruction

If librarians assume the responsibility for teaching the student how to use the library for the independent study of subjects taught by instructors in various subject-fields, they must devote more attention to the library needs of students in those fields. They must acquire special knowledge of the literature and the courses of instruction in particular fields, they must establish and maintain a direct line of communication between the library and the classrooms, and they must cooperate with instructors so that the student's lessons in library use may be closely integrated with his regular classroom work.

Cooperation would be greatly facilitated by the designation of one librarian to act as liaison officer between the classrooms and the library services. Under the supervision of this co-ordinating officer, there should be a division of labor within the library, so that individual librarians might develop special knowledge of the literature and the courses of instruction in particular fields. The liaison officer should secure from instructors advance information of assignments, term papers, special reports and other classroom activities which affect the library services. He should also make available to the instructors the advice and counsel of those librarians specializing in the literature of particular fields. In this manner, by the establishment of a line of communication between them, instructors could inform the librarians of their library needs, and the librarians could inform the instructors of the library facilities available for student use. The librarians could seek to modify unworkable assignments, and the instructors could ar-

[7] *Ibid., Library Quarterly*, 4:436-448. July 1934.

range for library service to meet exactly their students' needs. It would seem logical to call upon the co-ordinating officer, whose duty it is to bridge the gulf between the classrooms and the library, to give general instruction in the use of library materials.

The advantages of such a plan are three-fold. Librarians would be given a much needed opportunity to specialize in the literature of individual subject-fields. Instructors would be able to secure valuable assistance in keeping acquainted with the library materials touching upon their fields. Students would benefit from a well co-ordinated library and instruction program. Such a system should lead almost at once to important bibliographical contributions by librarians devoting their attention to particular fields. It should provide an outlet for those capable of rising above the level of giving general library service in all fields.

Finally, a plan such as this should provide for more careful selection of library materials. It is well known that the recommendations of instructors for the purchase of books and periodicals do not always result in a well-balanced library collection. Some instructors, in fact, shamefully neglect their duty to request the purchase of books in their fields. More often, the specialist favors the purchase of books and periodicals in a very narrow field without regard to the proportion of materials purchased in his general field. But worst of all, instructors may take no interest in the purchase of library materials and so leave the selection of new books to a secretary or an assistant unqualified for the task. If librarians develop specialists in the literature of particular fields, and maintain close contact with instructors, they will exert a highly beneficial influence upon the purchase of new books and periodicals. In fact, they may actually come to select most of the materials for purchase.

Conclusion

The opportunity to bridge the gulf between the library and the college classroom rests with the librarians. They are in a central position and may establish cooperative relationships with the various departments of instruction. The greatest needs are (1) general instruction in library use; (2) a recognized line of communication between the library and the classrooms; and (3) a thorough understanding by librarians of the library needs of each course of instruction. The existence of these needs requires that the library become more than a service agency; that librarians specialize in the literature of particular fields, although not necessarily in the subject matter of those fields; and that the work of librarians be co-ordinated with that of classroom instructors.

1934 Book Week Poster Designed By Grace Paull For The National Association Of Book Publishers. Printed In Four Colors.

THE LIBRARY JOURNAL

October 1, 1934

Editorial Forum

A Warped Opinion

EVIDENTLY, we have not "sold" library work to our public. Last year the library entirely escaped the attention of Professor Ogburn in his *Recent Social Trends*; this year Walter B. Pitkin, of *Life Begins at Forty* fame, covers librarianship as a career in his newest publication, *New Careers for Youth*, in an eight and one-half line dissertation headed with "Beware of Libraries, Except for Information!"

The paragraph is well worth quoting: "Keep out of library work. Although there is said to be a demand for better educated and more able workers, opportunities here probably dropped over 50 per cent in 1931, still more in 1932, and the openings still declined in 1933. Libraries tend to employ local workers. There is always, of course, a chance that your own community is an exception to the general rule; and it may have more money than most municipalities, too. So investigate the possibilities for yourself, if our warning still leaves you cold."

Interested in what Professor Pitkin might have to say about other professions graduating more young people than the field can absorb, we turned to "Opportunities in Education." Here, in spite of the fact that he states that in February, 1933, the supply of teachers was large enough to meet the needs of the elementary school system for *the next ten years*, he neither says "Keep out of the teaching profession," nor does he dismiss the subject in one brief paragraph. Instead, within the six pages devoted to the subject, he sounds a more encouraging note: "There is urgent need for able teachers. . . . Do not let all this deter you *if* you are a 'born' teacher, *if* nothing can dissuade you from entering the profession, and *if* you are willing to take a chance of unemployment for several years. . . . I think it safe to advise anybody in the Lost Generation who strongly prefers education as a career to persist at it for at least a few more years. Black as prospects are today, they must brighten." Are there no "born" librarians, is there no urgent need for "able" librarians, and is there no hope of the black prospects of librarianship brightening?

The publisher's blurb states that "in most cases, the final analysis of each important vocation has been approved by one or more leading authorities in that field." We cannot help but wonder whether a leader in the library world approved of the eight and one-half lines on the library as a career or whether library work was not considered an "important vocation".

Two leaders in our field expressed a quite different opinion at Montreal. Miss Countryman's: "This is the time to recruit the flower of our college graduates, men and women with high scholarship and knowledge of books, with fine personality, and a sympathetic understanding of people," and Mr. Mitchell's "Have we realized that if the best of this generation are not finding places in our profession there will be a time when we shall be short a generation of leaders?"

Won't someone please open Professor Pitkin's eyes to the future of library work?

Preservation Of Newspaper Records

MOST OF THE NEWSPAPERS published in the United States since 1868 are probably doomed to extinction through decay of the paper, unless preservative or reproductive measures are employed, according to a report, "Preservation of Newspaper Records", by B. W. Scribner recently issued by the Bureau of Standards.[1] The report describes in detail the results of an examination of eighteen eastern and nine west coast newspapers published during the period 1830 to 1900. The study was made as a part of the Bureau's work on preservation of records.

The papers published before 1868 were printed on rag fiber paper. These were in excellent condition, and the Bureau states that they should endure indefinitely if protected against external deteriorative influences. Some papers published from 1868 to 1880 were found to be composed of straw fibers, and mixtures of straw, wood, and rag fibers, all chemically treated, and nearly all of these were in good condition. Most of the papers published since 1868 contained crude ground wood fiber and they were generally in an advanced state of decay. The resumption in 1927, by some publishers, of the use of papers composed of high-grade fibers for permanent library editions, will probably preserve some subsequent records, as tests indicated that satisfactory paper has been developed for this purpose.

The Bureau found that the practice of covering newspapers with strong Japanese tissue paper, as developed by the New York Public Library, greatly increased their strength and stability. Transparent cellulose acetate sheeting also gave very promising results. But, it is stated, protective measures such as these can at the best only prolong the life of the papers; they cannot preserve them indefinitely. Reproduction of the newspaper records in permanent form can be done by photostatic or lithographic printings; the Bureau found that stable papers are available for such printing and the prints are stable. Reproduction in miniature and enlargement for reading are said to offer the ultimate solution for large-scale operations because of the necessity for conservation of library storage space. The technic of using

[1] Copies of the report, Miscellaneous Publication No. 145, can be obtained from the Superintendent of Documents, Washington, for 5 cents (cash).

filmslides for this purpose has reached satisfactory development, but while it is known that filmslides may be quite stable, the Bureau states that further investigation of their stability is desirable.

A New "Who's Who"

A New "who's who" is always looked into with curiosity if not interest. *America's Young Men*, edited by Durward Howes, the first volume of a new annual, will probably incite both. Its title is attractive, and its content promises well.

The problem of inclusion is always difficult in a selected list, particularly so in such a volume as this in which "achievement" sets the standard. One cannot help wondering why "So-and-So was left out." Inclusion was not, however, the work of one man; the editor acknowledges the aid of national fraternities, alumni secretaries, government officials, and "prominent citizens, including leaders in civic life, commerce and industry, science, art, education, agriculture and the professions." The result was 10,000 recommended names from which 4,182 were selected, represented by brief biographies in the approved "who's who" manner. With the further necessity of making a proper "geographical spread," the editor is to be complimented on his work, as a whole.

One can, of course, best judge by the inclusion in the field which one knows—in this case, librarianship. Somewhat over a dozen librarians are included—a goodly company, representative of the profession to which they belong. But even if one admits the fact that the profession may not appear so important to those without as to those within, the number is too small; there are other important young librarians who are admirably serving not only the profession but the college and civic communities in which they live. This same criticism could probably be given of the other small groups, for the principal difficulty in proportion in the volume is the tremendous number of "educators" which appear in its pages. However, before this back-drop of the School, there parades a lively company of representatives of the older professions, young business men, a tremendous variety of "executives," aviators, radio entertainers and announcers, artists, musicians, ranchers and farmers and at least one apple-grower, social workers, statisticians, etc. And, in addition to the information to be gleaned, the book contains good reading. In fact, there is some gusto and plenty of emphasis—particularly with the musicians—and one wonders, when the time comes for the subjects of the biographies to graduate into the mature pages of summary, just what can be left out!

The book will have its use, for many of the names are not yet in other sources. However, this reviewer conceives another and rather vital employment. If he were in a position, he would keep it handy for the youth who hadn't quite made up his mind as to just what he wanted to be. It is a splendid, almost glamorous, picture of early and early-mature accomplishment—filled with resounding and sometimes surprising titles some of which are not well known and others for which the college offers no degree,—but all of which are part and parcel of the activities of today. And, as a picture, it has the supreme advantage of offering youth some records of the not-yet-old fellows (for the most part, born in the '90's) who have so obviously found themselves!

——Karl Brown

Alumni Reading Lists

It Seems certain that more and more colleges will adopt the plan of offering to their graduates reading lists, and the issuing of such lists will affect very directly book demands in public libraries over the country. Michigan, Wellesley, Smith and the University of California are among those that have carried out such a program. The University of Michigan list is a large catalog adding many subjects to a list previously presented, and including many subjects which might be classified as hobby reading. The Smith College reading list, which has just been sent out, adds five new subjects to the forty-five already provided, and these subjects may indicate current reading tendencies; for example, "Germany Since 1870" is likely to be a list very much in demand, while other subjects certain to arouse interest are "The Critical Movement in American Literature," "Contemporary Philosophy," "Christianity and the Present Social Order." The local alumnae who send for such lists will undoubtedly get in touch with their local librarians, and the posting of such lists on bulletin boards may prove of very direct help to others "reading with a purpose" who would welcome the concrete suggestions of trained teachers.

Forthcoming Issues

The October 15 issue of The Library Journal will be devoted to prison libraries. Several interesting articles are scheduled, among which are: "Education of Prisoners Through the Library"; "The Ideal Prison Library"; and "What is Being Done." This issue is being planned with the assistance of Roland Mulhaser, chairman of the A. L. A. Committee on Institution Libraries.

November 1 brings the annual Book Week Number of The Journal. Among the unusual articles scheduled are: "Children's Literature and Children's Living" by Alice Dalgliesh; "The Development of Library Work With Children in the Province of Quebec" by Violet MacEwen; "'Seventeen' and the Public Library" by Mabel Williams; and two other articles tentatively scheduled on hospital work with children and juvenile periodicals.

Several changes are being made in the "Children's Librarians' Notebook". Hereafter, each reviewer will cover books on one subject, or group of subjects, and will star books that will be useful in a town of between 10,000 and 30,000 people; double star books that will also be useful in a town of less than 10,000. Watch for the November first issue and reviews of Fall juvenile books.

Montreal Conference

Executive Board Action

TWO MEETINGS of the Executive Board were held during the Montreal conference of the American Library Association, on the afternoon of June 24 and the evening of June 30. Action taken included:

Library Participation In TVA

Library opportunities in the TVA experiment in economics, social activities, and education, were discussed. It was agreed that regional library service, such as might be undertaken in this group of twenty or more counties in Tennessee and Alabama, promised, if successful, to be of national importance as a demonstration project.

The board proposed to keep in touch with officers of the TVA, and asked the secretary of the A. L. A. to do so for the association.

Propose Trustees' And Citizens' Magazine

The proposal of the Trustees Section, "that a trustees' and citizens' magazine is greatly needed as a clearing house of facts and ideas of particular interest to trustees and other lay friends of libraries," received interested consideration by the Executive Board, and the matter was referred to the A. L. A. Headquarters staff for further investigation and specific recommendations.

Report On German Periodicals Indorsed

The report of the Subcommittee on German Periodicals is printed in the September first issue of THE LIBRARY JOURNAL, page 638. The report was accepted and the activities of the subcommittee indorsed.

Code Of Standards Recommended

A code of standards for library service and practice, to embody the essential personnel provisions of the present Code of Ethics, but to be more specific and comprehensive, was recommended by the Committee on Salaries and Employment. The standards would include provisions relating to compensation and working conditions of library personnel, provision for other employer and employee relationships, and for governmental relationships. It was voted to refer the proposal to the President of the Association who will turn it over to the appropriate committees.

A second proposal of this committee, that standards of salaries for librarians be correlated in the several states; that annuity plans and unemployment insurance be considered; and that the A. L. A. avail itself of every opportunity to join with other professional library organizations in urging their adoption by the states and provinces, was likewise referred to the President for committee action.

Publication Of Code Hearings

The question of the publication of code hearings, discussed at the January meeting of the board, was reopened. The situation has developed so rapidly in the past months that it was deemed unwise to make any formal appeal to the administration. The Public Relations Division of the NRA is now willing to entertain two proposals, either to distribute a limited number of typed copies of the hearings to selected regional research libraries, or to distribute printed copies to large depository libraries. The President and the secretary of the A. L. A. were authorized to take such action in the future as seems appropriate.

Preservation Of Books

Appreciation of the studies on the preservation of books and records, made by the United States Bureau of Standards under a grant from the Carnegie Corporation and the guidance of a committee of the National Research Council, was voted. The board hopes that a way to continue these studies will be found.

1935 Conference

The Fifty-seventh Annual Conference of the A. L. A. will be held June 24 to 29, 1935, at Denver, Colorado.

1936 Annual Conference

It was the sense of the meeting that the 1936 conference should probably be held in the southeast, and the secretary was requested to report on possible meeting places at the coming midwinter conference.

Planning Committee

The present special planning committee, consisting of Harry Miller Lydenberg, Ralph Munn, and Louis Round Wilson, will continue, the board voted, and the President of the A. L. A. will be added as a member.

Union Catalog Of Latin American Books

Harry Miller Lydenberg, Louis Round Wilson, and John T. Vance were appointed a special committee to work out a project for the preparation of a Union Catalog of Latin American Books, and were given power to enlist others, if need be, to carry on the work.

Recommend Advisory Board Meet With Science Groups

A meeting of the Advisory Board for the Study of Special Projects in connection with the midwinter meeting of the political science, social science, and other science groups, to learn the studies these groups are making and how they are conducted, was recommended by the Executive Board.

Special Membership Program

The report of George B. Utley, as chairman of the Special Membership Committee for the past five years, summarized the work of the committee during that period and projected future activities. The board asked the secretary to convey to Mr. Utley its appreciation of his work with the committee, as well as its indorsement of the program in store.

Vote Of Appreciation

Appreciation for the work of the A. L. A. Catalog Code Revision Committee was extended by the board and a request for an appropriation to further this work and for an assistant to the chairman was referred to the Budget Committee for consideration.

Midwinter Meeting

The midwinter meeting will be held in Chicago, December 27 to 29. Headquarters will be at the Knickerbocker Hotel.

New Appointments

The following board and committee appointments were made:

Advisory Board for the Study of Special Projects

Ernest J. Reece for term expiring in 1939.

Board of Education for Librarianship

Sydney B. Mitchell for term expiring in 1939.

Board on the Library and Adult Education

Lyman L. Bryson for term expiring in 1939.

Board on Library Service to Children and Young People in Public Libraries and Schools

Mary S. Wilkinson, chairman, for term expiring in 1937.

Lois F. Shortess for term expiring in 1937.

College Library Advisory Board

Blanche P. McCrum for term expiring in 1939.

Editorial Committee

Amy Winslow, chairman, Louis J. Bailey, Esther Johnston, Gerhard R. Lomer, and Helen Martin.

Library Extension Board

Nora Bateson for term expiring in 1939.

Nominating Committee

George B. Utley, chairman, Maria V. Leavitt, Jane Morey, Charles W. Smith, and Forrest B. Spaulding.

Information Wanted

I AM ENGAGED in completing a collection of the letters of William Cobbett. Any reader who can assist me in finding scattered letters in libraries, autograph collections, etc., will materially assist in bringing my work to a conclusion.

——WILLIAM REITZEL,
637 Walnut Lane, Haverford, Pa.

In The Library World

Library Exhibit At County Fair

THE Greene County Library had an exhibit at the Greene County Fair held in Xenia, Ohio, in August. Two tables, five feet wide and ten feet long, were placed end to end in the center of the Exhibition Hall. These were covered with artificial grass, a wood and wire picket fence was stretched across the back and a hedge, made of pieces of arbor-vitae stuck in a long box of wet sand, was placed against the fence making a cool garden setting for books suitable for reading on hot summer days. The fence was rolled up at each end into a column and a small box of the hedge was placed across each column. Two large gayly colored chairs were used and the bright umbrella was most effective. Pamphlet boxes were painted a shiny black and were placed together in groups of three, two on top of these three, to make a modernistic bookcase. Books were placed in these and were also laid on the grass and footstool. Magazines, hung along the top rail of the picket fence, featured another type of summer reading; other magazines were placed on the leg rest of the deck chair and on the grass. On the grass in the center of the exhibit were birds' nests of all kinds, collected by the boys in a rural church summer school, which attracted a great many children to the exhibit. Small signs were used to give bits of library information.

The exhibit was very enthusiastically received by the public and by the fair officials.

Above: *The Greene County Library Exhibit At The County Fair Held In Xenia, Ohio, In August*

Appointed To Library Commission

BY AN ORDER-IN-COUNCIL, the Government of the Province of British Columbia has been pleased to appoint Mr. John Ridington, librarian of the University of British Columbia and President of the Canadian Library Council, as one of the three members of the Provincial Public Library Commission.

Notable Gift Of Books

A NOTABLE gift of nearly one hundred valuable, well-chosen, and up-to-date books have been donated to the St. Paul Public Library by Miss Justine Long as a memorial to her sisters Lily A. (a poet) and Olive M. (teacher of art in the public schools) Long. The books were chosen after careful study of the Library's needs and librarians in charge of various departments, as well as scholarly men of the City, were consulted before the selection was completed. A few of the books are for reference use, but most of them are for circulation. A special bookplate has been designed for the collection. The border is taken from a design made by Olive M. Long which formed the border of the title-page of a book by Samuel M. Crothers illustrated by her.

Bibliography Of R. R. Bowker's Writings

AS A PART of the autobiographical volume entitled *Yesteryears*, by the late Richard Rogers Bowker, it is desired to include a somewhat complete bibliography. During Mr. Bowker's long life of activity in literary, industrial, economic and political affairs, he contributed widely to magazines and newspapers, in addition to the books which he wrote or edited, or in which he collaborated. It is requested that those who have such material will send specific information regarding it, or the material itself, to The Editors of *The Publishers' Weekly*, 62 West 45 Street, New York. Things thus loaned will be preserved and returned.

The Memphis Library Conference

THE GENERAL THEME chosen for the first joint meeting of the Southeastern and Southwestern Library Associations, October 17-20, which is also an A.L.A. Regional Conference, is "New Library Patterns for the New Times." The opening address of the Conference will be given by President Compton on Wednesday evening, October 17, his subject being "Putting Our National Plan to Work."

On Thursday, speakers will present a comprehensive picture of the new times as reflected in social, economic and governmental trends and experiments. Howard W. Odum, of the University of North Carolina, will speak on "New Backgrounds: Social, Political and Economic"; Arthur E. Morgan, chairman of the TVA, is expected to talk on "The Tennessee Valley Development Program and Its Social and Economic Implications"; and J. W. Studebaker, U. S. Commissioner of Education, has tentatively accepted an invitation to speak on a subject pertinent to education and the library. Carleton B. Joeckel's paper on "The Library and Its Relation to Government in the South" is based on his larger study of the past year on the library and its governmental relationships.

Thursday evening will see a grouping of librarians according to their own special interests when they attend the Section Meetings: the Public Libraries Section, College and Reference Section, Catalog Section, Children's Section, and School Libraries Section. Such subjects as the library's part in educating children for the new times; a panel discussion on the public library as an agency of adult edu-

cation; curriculum changes and the college library; and library instruction in the elementary grades are some of the highlights of the section programs.

Against the background pictured by Thursday's speakers, the subject of "State Planning" will be considered at Friday morning's general session. Some of the topics discussed will be: "Scope and Objectives in Planning," by Carl H. Milam; "Some Lessons from the Rosenwald Demonstrations," by Edward Wight; "A Summary of Progress in State Planning in the South," by Tommie Dora Barker; while the aspects of planning from the standpoint of the political scientist will be presented by Arnold Miles. After a brief presentation of these topics a number of questions will be raised for general discussion with each introduced by a special speaker.

The weighty problem of planning solved, or at least temporarily laid aside, visitors to the Conference will have Friday afternoon free to explore the city of Memphis, to view the mighty Mississippi and pensively consider its romantic history, or to join those whose interests are specially turned towards county libraries in a tour of the county library stations in Shelby County.

Friday evening will continue the social note, bringing as it does the occasion to which southern librarians always look forward in their meetings. The book-dinner is the literary highlight of the meeting. Co-chairmen, selected from the membership of the two Associations, will steer the speakers from one topic to another of their chosen subjects for review. Six speakers will give reviews of the best of the current literature; new fiction, new children's books and new poetry; leisure as opposed to activity in their relation to books and the unusual books of the year. Past book-dinners have been a veritable "Feast of Reason and Flow of Soul" and this one promises to be worthy inclusion in that choice category. Louis R. Wilson, Dean of the Graduate Library School of Chicago, will answer the question: "What Should Be the South's New Library Objectives for the New Times?" at the final meeting on Saturday morning.

It will be a new sort of covered-wagon trek that the visitors from the sixteen states included in this first joint meeting of the Southeastern Library Association and the Southwestern Library Association will make to Memphis this October. From as far west as Arizona, as far east as Virginia, and as far south as Florida, the means of transportation alone will be a commentary on these new times. There will be a caravan from Texas, not of prairie schooners, but of automobiles; while railroads, airways and boats will do their share towards bringing librarians and their friends and well-wishers to what promises to be a very interesting and important meeting.

In Defense Of Accuracy

INASMUCH as I am convinced of the futility of magazine correspondence feuds, I have hesitated to answer Miss Knight's "reply"[1] to my remarks concerning the *Book Review Digest*. However, since the scholarship and accuracy of my article are questioned, I shall appreciate the publication of this letter.

Miss Knight, by means of an irrelevant statistical study, enters her denial of the most pointed of my allegations, viz. the *Digest's* omission of reviews which had every right to be entered. Her proof here seems to flow quite naturally from the assumptions (sans evidence) that I assumed too much, did not go far enough, and with blind arrogance demanded something which was never promised. In truth, I sieved my statements not only through the purposes and practices of the *Digest*, but also through the very requirements of fairness outlined for me in the *Digest* editor's reply. The "reviews thus slighted" appeared in magazines which were received by libraries not in the "range of eighteen months" allowed by the *Digest*, but within the twelve month range covered by the *Digest's* annual cumulation; they could—and should—have been cited along with the other reviews of the same book. The following reviews were omitted from the 1933 cumulation: Rickard's *Man and Metals*, Thompson's *Mexico Before Cortez* (*American Anthropologist*, July-Sept. 1933); Grudin's *Mr. Eliot Among the Nightingales* (*American Journal of Psychology*, July 1933); Burton's *Discovery of the Ancient World* (*American Historical Review*, April 1933). The following do not appear in the 1932 cumulation: Burtt's *Legal Psychology* (*American Journal of Psychology*, Oct. 1932); Langer's *European Alliances and Alignments*, Thomas's *American Neutrality* (*American Historical Review*, April 1932).

I seem also to have committed a breach of etiquette in mentioning certain "limitations" in my article. These Miss Knight concedes—indeed expands upon. Can there be an objection to a clear statement of ground-not-covered? Judging from the many thanks I have received from practicing librarians, it was not altogether out of place to speak of these inadequacies, purposeful and justifiable as they doubtless are.

Finally, I submit that nowhere in my article did I find "that this instrument did not yield all the material sought"; and that, having "used the *Digest* as an instrument for a special research problem," I confirm its adequacy for that problem. My criticism of its "limitations" arose out of a minor research entirely discrete from the remainder of the study.

——SIDNEY DITZION

[1] LIB. JOUR. 59:527, June 15, 1934.

New Jersey Junior Members

THE AUTUMN meeting of the Junior Members Round Table of the New Jersey Library Association will be held in Newark on October 8, 1934 at Schrafft's at 7:00 P.M. Mr. Louis Nourse, Chairman of the American Library Association Junior Members Round Table, will be a guest. A social hour will follow the dinner. Reservations and $1.25 must be sent to Miss Hazel Levins, 84 Eppirt Street, East Orange, New Jersey, not later than October 3.

Calendar Of Events

October 4-6—Michigan Library Association, annual meeting at the Dearborn Inn, Dearborn, Mich.

October 8—New Jersey Library Association, Fall meeting at the Newark Museum (10:30 A.M.).

October 10-12—Wisconsin Library Association, annual meeting at New Pfister Hotel, Milwaukee, Wis.

October 11-13—Iowa Library Association, annual meeting at Des Moines, Iowa.

October 11-13—South Dakota Library Association, annual meeting at Yankton, S. D.

October 11-13—Pennsylvania Library Association, annual meeting at Hershey, Pa.

October 17-20—A. L. A. Regional Conference, Southeastern and Southwestern Library Associations, joint meeting at Memphis, Tenn.

October 22-24—Missouri Library Association, annual meeting at Excelsior Springs, Mo.

October 24-26—Kansas Library Association, annual meeting at Manhattan, Kansas.

October 24-26—Nebraska Library Association, Annual Meeting at Kearney, Nebraska.

October 24-26—Indiana Library Association, annual meeting at Hotel Oliver, South Bend, Ind.

October 26—Maryland Library Association, fall meeting at Baltimore City College, Baltimore, Md.

October 31-November 2—Illinois Library Association, annual meeting at the Orlando Hotel, Decatur, Ill.

November 14-15—Indiana Library Trustees Association, annual meeting at Lincoln Hotel, Indianapolis, Ind.

December 27-29—American Library Association, Midwinter meeting, Chicago, Ill. Headquarters at Knickerbocker Hotel.

June 24-29, 1935—American Library Association, fifty-seventh annual conference at Denver, Colorado. Headquarters at Cosmopolitan Hotel.

National And International Issues

TWELVE SUBJECTS have been selected by the A.L.A. Publicity Committee for nation-wide emphasis during the coming year in an effort to make people throughout the country more aware of the various and important subjects on which public libraries have books.

The subjects and the months in which it is suggested that they be stressed are:

October: Community, State, National and International Issues
November: The Art of Reading, and the Use of the Library
December: Growing up with Books
January: Budgeting One's Income
February: Handicraft and Other Hobbies
March: Developing a Personal Philosophy
April: Gardening
May: Aids for Parents and Homemakers
June: College on Nothing a Year
July: Good Health and How to Keep It
August: The World We Live In
September: Adventures in the Arts

A short popular reading list on the subject for the month will appear regularly in THE LIBRARY JOURNAL as a possible aid to libraries giving it emphasis.

The lists to be published were originally compiled as an experiment in cooperative list-making by a group of libraries in and near the Chicago metropolitan area, the libraries including Chicago, Evanston, Gary, Hammond, South Bend and Whiting. A note about the lists in *Illinois Libraries* brought requests for them from various parts of the country, indicating that they were of more than local interest, which accounts for their appearance in LIBRARY JOURNAL. The lists *are not for sale,* but individual libraries have permission to mimeograph or print them for local distribution, if librarians think they would have local appeal.

Titles listed, it should be noted, do not pretend to be of "best books" on a subject. They simply represent books which seem worth drawing to public attention and which are in all, or most of the cooperating libraries.

A picture suggesting an exhibit which might further the Publicity Committee's experiment each month will hereafter appear monthly in *Wilson Bulletin.* An October exhibit is illustrated in the A.L.A. *Bulletin,* together with suggestions for possible newspaper articles. Reading lists will appear exclusively in THE LIBRARY JOURNAL.

While the October subject is "Community, State, National and International Issues," the following reading list is limited to questions of national or international import because individual libraries will compile their own reading lists on questions concerning the city or state.

NATIONAL AND INTERNATIONAL ISSUES

United States

Ayres, Leonard P., *Economics of Recovery.* Macmillan, 1933 $1.75

"A conservative analysis of the origins and the progress of the depression and of the measures that have been enacted in this country to meet it."

Beard, Charles A. and Smith, George H. E., *The Future Comes.* Macmillan, 1933 $1.75

"A survey of the measures and policies of the Recovery program as it has been applied in five broad fields: government, industry and transportation, agriculture, finance, and relief."

Chase, Stuart, *The Economy of Abundance.* Macmillan, 1934 $2.50

Mr. Chase casts an inventory of our resources of energy, goods, and services, analyzes the economy of the new abundance and shows the advance in well-being that might be attained if these resources were permitted to be used in our behalf instead of being largely dissipated.

Soule, George H., *Coming American Revolution.* Macmillan, 1934 $2.50

The thesis of the book is that we are in the midst of a great social revolution and nowhere near the end of it. The last section of the book is devoted to some speculative guesses concerning the course of events by which the revolution may be effected.

Tugwell, Rexford G., *Our Economic Society and its Problems.* Harcourt, 1934 $2.50

The book has interest for the general reader as well as embodying the advanced theories of the assistant secretary of agriculture of the Roosevelt administration — theories which enter into the framework of the New Deal.

McCarthy, James R., *New Pioneers.* Bobbs, 1934 $2.50

In an attempt to find out what the people are thinking about the New Deal the author, a newspaper man, travelled through nearly all the states of the union talking with the workers themselves—farmers, lumbermen, miners, workers in cotton fields, and in the steel mills.

Beard, Charles A. and Smith, George H. E., *Idea of National Interest.* Macmillan, 1934 $3.75

Analytical study of the meaning and use of the term "national interest" in foreign policy, the growth of the doctrine in America, and its application to the problems of territorial and commercial expansion.

Lippmann, Walter, ed., *U. S. in World Affairs, 1933-1934.* Harper, 1934 $3.

This third volume of an important series emphasizes especially the effect of the policies of the Roosevelt administration upon the international relations of the United States.

Europe

Cole, George D. H. and Cole, M. I., *Intelligent Man's Review of Europe To-day.* Knopf, 1933 $3.

Surveys economic and political affairs in contemporary Europe, taking up the different countries in turn and analyzing the situation in each.

Keynes, John M., *Means to Prosperity* (pamphlet). Harcourt, 1933 30c

The specific task of the author is to prove to the British taxpayer that it is cheaper and more profitable in the long run to support schemes of capital development out of borrowed funds than it is to maintain the dole and the present high rate of taxation necessary for balancing the budget.

Salter, Sir James A., *Recovery.* Century, 1932 $3.

An English authority . . . analyzes from a broad perspective and with eminent fair-mindedness the causes that have brought the world into its present distress and indicates the requirements, economic, financial, commercial and political, upon which to base a new world order.

Simonds, Frank H., *Can Europe Keep the Peace?* Harper, 1934 $3.

The author has "undertaken to examine in detail the issues, the policies and the states of mind of the European peoples, which collectively constitute the problem of peace, together with the experiments in international association which have been made since the close of the world war."

War

Engelbrecht, Helmuth C., *Merchants of Death.* Dodd, 1934 $2.50

An exposure of the evils of the armament industry . . . how it engineers war scares and stirs up bad blood between rival governments.

Henkin, Ascher, *Must We Have War?* Humphries, 1934 $2.50

An inquiry into the forces, biological, psychological, and institutional which induce war and the methods of its prevention.

Nickerson, Hoffman, *Can We Limit War?* Stokes, 1934 $2.75

The thesis of the book is that war is inevitable because men are imperfect and because any social order demands armed police power.

Among Librarians

Necrology

ALTA M. BARKER, member of the Montclair, N. J., Public Library staff for the last twenty-seven years, died September 10. Miss Barker was a graduate of the Syracuse University Library School and served as chief librarian of the Montclair Public Library from 1916 until 1927. In 1927 she became head of the Information Service, the position she held at the time of her death. She had been ill for several months.

Appointments

ALICE BARRETT, Simmons '27, is an assistant children's librarian at the Albany, N. Y., Public Library.

AUGUSTA BOAL, formerly assistant at Pratt Institute Free Library, Brooklyn, N. Y., has been appointed to the staff of the Library of the Institute of Public Administration, New York City.

ELSA DE BONDELI, Pratt '25, has been appointed librarian of the French Institute of the United States, 22 East 60th Street, New York City.

HESTER A. BRADBURY, Simmons '28, has been appointed File executive in the Dean's Office of the College of Physicians and Surgeons, Columbia University Medical School.

MARIE E. BOZENHARD, Simmons '33, has been working at the West Springfield, Mass., Public Library.

ESTHER A. BRAYMAN, Syracuse '32, has been appointed librarian of the Central School, Middleburgh, N. Y.

DOROTHY BRUE, Wisconsin '34, succeeds Lola Lampe as assistant in the Circulation Department of the University of Iowa Libraries.

LUCIA A. CHAPMAN, Syracuse '33, formerly of the Hill Bookstall, has received appointment as junior assistant in the Syracuse University Library.

MARIA TERESA CHAVEZ, Pratt '31, has been appointed librarian of the Library of the Board of Education in Mexico City, Mexico.

FRANCES CLARK, Simmons '33, has been organizing the library of Derby Academy, at Newport, Vermont.

JANET A. COLBURN, Syracuse '31, has left her position in the school at Camden, N. Y., to become children's assistant in the Public Library at Gloversville, N. Y.

DOROTHY M. CUMMINGS, Pratt '30, has been made librarian of the Jesse M. Smith Memorial Library, Harrisville, R. I.

MILDRED V. EDWARDS, Pratt '33, has been appointed librarian of the Winterset Public Library, Winterset, Iowa.

RICE S. ESTES, Pratt '32, is serving as assistant in the Library of Brooklyn College, Brooklyn, N. Y.

RUTH A. FISKE, Syracuse '33, has been appointed assistant in the Monroe High School Library, Rochester, N. Y.

A. S. GAYLORD, JR., Univ. of California '32, has been appointed librarian of the Carnegie Public Library in Boise, Idaho.

MRS. SUSAN MOLLESON FOSTER, Pratt '10, has been appointed assistant in the Reference Department, Union Theological Seminary, New York City.

LOIS P. GIBSON, Simmons '26, has been appointed librarian of the Frank A. Day Junior High School, Newtonville, Mass.

FLORENCE J. GOLDER, Syracuse '33, has been appointed high school librarian on the staff of the Huntington Memorial Library, Oneonta, N. Y.

HILDA W. HACKER, Syracuse '32, who has been librarian of the Circulating Library of the Junior League in Portland, Me., has been appointed assistant in the Children's Department of the Detroit, Mich., Public Library.

LOLA LAMPE, Illinois '33, has resigned her position as assistant in the Circulation Department, University of Iowa Libraries, to become librarian of the High School at Streator, Illinois.

MARJORIE W. HARDING, Syracuse '33, has resigned her position on the staff of the Syracuse University Library to become librarian of the Brownville-Glen Park, N. Y., High School.

HAROLD W. HAYDEN, Illinois '29, Superintendent of the Serials Department, University of Iowa Libraries, has been transferred to the position of Supervisor of Departmental Libraries for the year.

HELEN A. HENTSCHEL, Washington '32, has been appointed children's librarian, Georgetown Branch, Seattle, Wash., Public Library.

DOROTHY HOPKINS, Simmons '11, has been appointed librarian of St. Paul's School, Concord, N. H. Miss Hopkins was formerly librarian of Abbot Academy, at Andover, Mass.

LUCIA A. KELLY, Syracuse '34, has been appointed librarian of the Endicott Free Library, Endicott, N. Y.

ZONA KEMP, Simmons '33, has been chosen as one of eight trained classifiers and catalogers to reorganize the library of the Michigan College of Mining and Technology, at Houghton, Mich.

LUCY KINLOCH, Pratt '26, formerly children's librarian at Ridgewood, N. J., came to the Pratt Library School as Secretary on September 1.

CORINNE KITTELSON, Wisconsin '2[illegible], has been appointed librarian of Miss Harris' Florida School, Miami, Florida.

EDITH KNILANS, assistant librarian of Whitewater Teachers' College, Whitewater, Wis., has been granted a year's leave of absence for study at the state university. Her position will be filled by Miss Leora Harris, formerly in charge of the children's library.

ELSIE M. KRESGE, Syracuse '32, has received appointment as librarian of the Scranton-Keystone Junior College, La Plume, Pa.

DR. KAYE LAMB has been appointed librarian and archivist of the Provincial Library of British Columbia, Vancouver, in succession to the late John Hosie. Dr. Lamb has had a distinguished academic career. He received his Bachelor's and Master's degrees from the University of British Columbia and his Ph.D. from the University of London.

The Legislative Library at Victoria contains one of the finest collections of Northwest Americana. Dr. Lamb's training as a historical student under Professor Henri Siegfried of Paris, in the Bodleian, the British Museum and Bishop's Gate Institute Libraries, in the Bibliothèque Nationale and the Musée Social, combined with the fine resources of the library to which he is appointed, should make his future contributions to Pacific Coast history as interesting, and as historically important, as have been those of Aegidius Fauteaux, late of the Sulpician Library, and now librarian of the Public Library at Montreal for French Canada. There is a pretty general feeling that the Government and the Province of British Columbia are to be congratulated upon the appointment of the distinguished Canadian scholar to this important post.

RUTH LAPOINTE, Simmons '32, has been appointed an assistant in the Palmer Library at Connecticut College for Women, New London, Conn.

GERTRUDE MACFERRAN, Simmons '33, has been substituting in the Hudson Park Branch and the Harlem Branch of the New York Public Library.

ROBERT A. MILLER, Columbia '30, Superintendent of Departmental Libraries at the University of Iowa, is taking a year's leave of absence for study in the Graduate Library School, University of Chicago.

ELIZABETH S. MOOK, Washington '34, has been appointed librarian at St. Helen's Hall, Portland, Oregon.

MARY E. OSGOOD, Simmons '34, has been appointed librarian of the Hall Memorial Library at Tilton, New Hampshire.

Printed Material Available

A Variety Of Booklets, Pamphlets, Posters Available Free Or For A Small Charge

RARE BOOK CATALOGS

Allen's Bookstore, Inc. Hendrick Hudson Hotel, Troy, N. Y. No printed catalog, but are constantly preparing typed lists on various subjects; Criminology, Horses, Texas lists now available.

Stanley O. Bezanson. 31-32 Ames Building, 1 Court St., Boston, Mass. No printed catalog, but expects to resume his usual occasional lists this fall and will place names on mailing list.

P. & H. Bliss. 154 Church St., Middleton, Conn. A series of lists of religious books available on request.

Wright Howes. 1144 So. Michigan Ave., Chicago, Ill. Catalog of American Travel and History sent on request.

Keats Book Store. 78 Court St., Binghampton, N. Y. No catalog of First Editions, but special lists submitted upon request.

William F. Kelleher. Associated Library Exchange, Inc., 15 West 44 St., New York, N. Y. Catalog containing approximately one hundred and ninety-three separate items available free of charge to librarians.

Joseph Levine. 44 No. Goodman St., Rochester, N. Y. Old and Rare Books available. No catalog, but name will be placed on mailing list if desired.

Little Old-Book Shop. 29 Leavenworth St., Waterbury, Conn. A typed list of Old and Rare Book titles will be sent to anyone interested.

Moss & Kamin, Inc. 1423 Sixth Ave., New York, N. Y. Catalog number seven, Broadside of Book Bargains for Bibliophiles, available free of charge to librarians.

Nedwick's Book Store. 16 N. Dearborn St., Chicago, Ill. Catalogs of Library Fiction, Second-Hand Fiction, First Editions, and others available on request.

Old Book Shop. 134 Royal St., New Orleans, La. Catalogs of Old and Rare Books forwarded to librarians free of charge upon request.

Old Hickory Bookshop. 65 Fifth Ave., New York, N. Y. Catalog Number 17, a selection of Out-of-the-way Americana, First Editions of English and American Authors, Belles Lettres and Classical Curiosities, available free of charge upon request.

Send Request for free material to the Editor of *The Library Journal*. Your request will be forwarded promptly and the desired material sent directly to you. Booklets, pamphlets or posters requiring remittance should be requested direct from the advertisers. If extra copies of any material are desired, please write the advertiser direct.

Result Books Shop. 64 Pemberton Square, Boston, Mass. Three catalogs available; Old American School Books; New Juveniles at one-half price with separate list of Second Hand Juveniles; Books of the Great War. A list of First Editions will be issued some time this fall.

Mrs. K. N. Rosen. 410 Riverside Drive, Apt. 1, New York, N. Y. Has a large collection of books covering every field of Russian life. Information available upon request.

Solle's Book Shop. Omena, Michigan. Lists of books issued frequently and sent upon request.

MISCELLANEOUS

Oiling The Earth. By Ethel Wilson. 2404 Delaware Ave., Wilmington, Delaware. A Century of Progress Play in four episodes which takes a little over an hour. An imaginative creation dealing with the problems of two youngsters who yearn to make the world run along more smoothly. Miss Wilson wrote the play "Books Alive" which was published in THE LIBRARY JOURNAL, April 1, 1924. If six copies are purchased, play may be produced free of royalty. Price 30¢.

Magic Tooth. By Bernice W. Bell, Head of Children's and School Department, Louisville, Kentucky, Free Public Library. A hidden title story written for Children's Book Week, 1928. There are one hundred and twenty-five concealed titles of books in the story. Price 6¢ in stamps.

Children's Almanac Of Books And Holidays. Compiled by Helen Dean Fish. Great days in children's books presented in the form of the old New England Farmer's Almanac. Frederick A. Stokes Company, 443-449 Fourth Ave., New York, N. Y. Price 25¢.

Sweet Herbs. By Charles E. Brown, State Historical Museum, Madison, Wisconsin. Prepared for the use of students in the University of Wisconsin summer session. Price 10¢.

Etching Of Admiral Byrd. Sent free to librarians on request. All requests should be directed to Grape-Nuts, Battle Creek, Michigan.

It's The Way It's Written. By Henry Justin Smith. Correction to note on page 671 of September 1 issue of THE LIBRARY JOURNAL. Price is 15¢ each postpaid, or 10¢ each for orders of ten or more copies plus postage. Order from Harold H. Lasky, 69 Bellevue Place, Chicago, Ill.

Cut Paper Decoration. By Christopher St. John. How to decorate with scissors and paste. "Hours of Leisure Series." Studio Publications Inc., 381 Fourth Ave., New York, N. Y. Price 35¢.

Fabric Printing. By W. B. Adeney. Dresses, curtains, cushion-covers, printed with your own patterns. "Hours of Leisure" series. Studio Publications Inc., 381 Fourth Ave., New York, N. Y. Price 35¢.

How To Make Lantern Slides. By Frank R. Fraprie. American Photographic Publishing Co., Boston, Mass. Price .50¢.

Doll's House. By J. A. Grant. A fascinating — and profitable — hobby. "Hours of Leisure" series. Studio Publications Inc., 381 Fourth Ave., New York, N. Y. Price 35¢.

Cushion Making. By Jeannetta Cochrane. With instructions and suggestions for every kind of cushion. "Hours of Leisure" series. Studio Publications Inc., 381 Fourth Ave., New York, N. Y. Price 35¢.

Radio And Gramophone Cabinets. By P. A. Wells. Four different cabinets, easily made at home. "Hours of Leisure" series. Studio Publications Inc., 381 Fourth Ave., New York, N. Y. Price 35¢.

Model Theatre. By Victor Hembrow. With scale drawings of five different sets, adjustable to any size of stage. "Hours of Leisure" series. Studio Publications Inc., 381 Fourth Ave., New York, N. Y. Price 35¢.

Aids In Book Selection For Elementary School Libraries. By Edith A. Lathrop. Circular No. 69. United States Department of the Interior, Office of Education, Washington, D. C. Single copies free.

Children's Librarians' Notebook

Reviews Of Juvenile Books By Children's Librarians

SCAMPER, THE BUNNY WHO WENT TO THE WHITE HOUSE. By Anna Roosevelt Dall. *Macmillan.* $2.

Scamper is the pet of the two children who live in the White House, the grandchildren of the President. Scamper wears clothes, sleeps in a real bed, and sits at table for meals. He goes with the children on a sight-seeing drive about Washington and on a trip to Mount Vernon and is present at the Easter Egg Rolling, where the small guests think he is the Easter Bunny.

Children young enough to enjoy "bunny" stories are not likely to understand the significance of Washington and the White House. The book is slight and expensive and the illustrations by Marjorie Flack lack the spirit of this artist's other work.

——JESSICA KING

HAPPY HEALTH STORIES. By Mildred H. Comfort. Illus. by Ludwig and Regina. *Beckley-Cardy.* 70¢.

The author states, "The book is written for all children who wish to be healthy and happy." The book is planned for the Fourth Grade. It stresses the relation of balanced diet and health practices to growth, physical vigor and mental development. Illustrations in three colors aid the stories. Plays are suggested; and children who read and practice the directions given get the right physical start. Mother Vita Min, Crusty Bread, raw-raw carrots, parsley the stomach brush, circus drinks, little butter balls, the drinking street, and the nut cracker boy, win favor with an age younger than the Fourth Grade.

——NORA CRIMMINS

ANYTHING CAN HAPPEN ON THE RIVER. By Carol R. Brink. *Macmillan.* $1.75.

A slow but exciting journey up the Seine from Paris is the setting of this story of present day France. Jacques, an orphan; Lulu, the boatman; Janine and Papa Max are all interesting characters. The book has humor, but the multiplicity of incidents tends to make the story drag somewhat.

——MARY R. LUCAS

BOB FLAME, RANGER. By Dorr Yeager. *Scars.* $2.50.

While told as a story, this book sets forth in a straightforward and absorbing manner the experiences of a young college graduate during his first year as a government ranger in Yellowstone National Park. The book has value as a picture of the activities at all times of the year in our National Parks, and also as vocational material. Junior and Senior High School use.

——MARY R. LUCAS

New Plans Are Being Made For This Department. The November First Issue, Annual Book Week Number, Will Carry Many Reviews Of The Fall's Juveniles. Watch For This Number!

MONKEY-DO. By Margaret Evans Price. *Harper.* $1.50.

If you like monkeys, here is a story of one that was captured by an American boy traveling with his parents. Monkey-Do is a small African monkey, intelligent and friendly, but a care for a family on a holiday. His adventures begin after he is left at a private zoo. There is humor and understanding in the story, but it is not essential.

——MARY R. LUCAS

THE FAIRY ALPHABET AS USED BY MERLIN. By Elizabeth MacKinstry. *Viking.* $1.50.

Interesting illustrations of familiar figures in the fairy lore of young people rather than of children. Like the Rackham illustrations, these black and white drawings appeal to a more developed appreciation of art. There are several of them that the "fairy tale age" of grades five and six will thoroughly enjoy but in general the older reader will be the one to chuckle over the dancing fairies and the "J is for Joke, and you play it on mortals."

——J. ETHEL WOOSTER

WHERE IS ADELAIDE? By Eliza Orne White. *Houghton.* $1.75.

The title of the story sets the tone of a series of episodes that finally lead into Adelaide's being "found" by Marty, the cook and Mr. Chase, the understanding father. Although the lively heroine is an orphan, the author delineates a situation that often occurs within the modern family circle when children's energies are not directed. The author has expressed herself freely on the subject of the training of children, but there is enough interest in the little girl and her weakness for kittens to make a thoroughly entertaining book for the nine and ten year olds. Helen Sewell's illustrations are characteristic of the story, New England at the beginning of the century.

——NORA BEUST

THE RIDDLE AT FIVE OAKS. By Augusta Huiell Seaman. *Doubleday.* $2.

Two short stories mixed according to Miss Seaman's well-worn formula. The background of the first is the old South with a prolonged and involved hunt for family silver buried since the Civil War days creating the suspense. The second is laid in a small northern summer resort along the coast. Here the mystery plot concerns a music-loving hermit, a trio of inquisitive children, and the disappearance of a valuable violin. The stories are neither very bad nor very good—just average Seaman material handled in her rather careless fashion. Girls of 9 to 12 will no doubt enjoy them vastly.

——ALICE H. BARRETT

PRINCESS RUNS AWAY. By Alice W. Howard. *Macmillan.* $1.50.

Wherever supplementary material is desired for children studying ancient Egypt, this book will be very useful. The energetic little ten-year-old princess, who runs away from the palace because she has nothing to do, succeeds for six months in eluding those who are searching for her and lives, in turn, the life of a spinner and weaver, a dancing girl, a helper to a painter-scribe, and a donkey boy in a desert caravan. When she returns home at last, she has some difficulty in convincing her parents that she is truly the lost princess, but wins from her father a promise that in the future she shall share his labors and sports. Information about food, clothing, architecture, spinning, weaving, dancing, picture-writing, the making of papyrus, the Nile festival, funeral customs and religious beliefs are worked into the story. John T. Howard's numerous line drawings, based on source material, are a valuable addition to the book. The vocabulary is too difficult for readers below the fifth grade.

——JESSICA KING

THE STORY BOOK OF FOOD. THE STORY BOOK OF TRANSPORTATION. Written and illustrated by Maud and Miska Petersham. *Winston.* 60¢.

These volumes have found favor where unit projects are taught. They are written from the child's viewpoint, in the language children can read. Five color illustrations of the Petershams aid the story. Head loads, back loads, dog loads, human loads, and train loads are in the *Story Book of Transportation.* The story of raw food, fishing, hunting, planting, and of sugar, salt, milk and fruit, are in the *Story Book of Food.* The Petershams are riding the book truck in one Southern section.

——NORA CRIMMINS

Advance Book Information

Including Books To Be Published Between November 1 And November 15, Based On Data Gathered From Publishers. Issued Semi-Monthly. Juveniles And Text Books Not Included.

Ar: Fine Arts **Dr:** Drama **Mu:** Music **Sc:** Science
Bi: Biography **Ec:** Economics **Po:** Poetry **Sp:** Sports
Bu: Business **Hi:** History **Re:** Religion **Tr:** Travel

Non-Fiction

Anderson, J. Redwood Po
THE HUMAN DAWN
A blank verse poem of the awakening of man's individual self in Adam, by the author of *Transvaluations*. Oxford, $2(?). (11/34)

Atkinson, Brooks Tr
THE CINGALESE PRINCE
The day-book of a wanderer. An account of the author's experiences in glamorous ports and on the high seas while seeing the world aboard the freighter *Cingalese Prince*. Author of *Skyline Promenades*; dramatic critic on N. Y. *Times*. Market: Those who liked Keyserling's *Travel Diary of a Philosopher*, Tomlinson's *Tide Marks*. Doubleday, $2.50. (11/7/34)

Barbusse, Henri Bi
STALIN
An authoritative biography of Stalin, the great Soviet leader, by an intimate friend. It reveals new information on Russian policies and conditons. Illustrated. Author of *One Looks At Russia, Under Fire*, etc. Market: Biography readers, those interested in world personalities, particular interest for those sympathetic to Russia, libraries. Macmillan, $3.50. (11/34)

Barnes, James Bi
FROM THEN TILL NOW
This autobiography of an author, journalist and editor covers over sixty years of varied activity and contact with interesting men, including nine Presidents of the United States whom the author knew personally. Illustrated. Appleton-Century, $4. (11/34)

Barr, Alfred H., Jr., ed. Ar
MODERN WORKS OF ART
An anthology of masterpieces by modern artists of Europe and America. About sixty illustrations. Norton, $3.50. (11/12/34)

Barton, George A. Re
CHRIST AND EVOLUTION
A presentation of the fundamental precepts of the Christian religion. A study of the doctrine of redemption in the light of modern knowledge. Univ. of Pa. Press, $2 (?). (11/34)

Beals, Carleton Tr
FIRE ON THE ANDES
The amazing story of modern and ancient Peru vividly described by the author of *Mexican Maze*. Illustrated. Market: Growing Beals following, readers interested in Peru, libraries. Lippincott, $3. (11/2/34)

Binyon, Laurence Ar
PAINTING IN THE FAR EAST
Revised fourth edition. Illustrated. Longmans, $14(?). (11/34).

Binyon, Laurence Ar
THE SPIRIT OF MAN IN ASIAN ART
Shows how the spirit of man, whether in China or India, in Persia or Japan, has expressed through creative art its relation to the world and to the universe. Illustrated. Harvard Univ. Press, $4. (11/5/34)

Chapin, Henry Po
LEIFSAGA: A NARRATIVE POEM
A narrative poem of the Norsemen. Illustrated by Isac Friedlander. Farrar & Rinehart, $2. (11/8/34)

Chapman, F. Spencer
NORTHERN LIGHTS
Cheaper edition. Illustrated. Oxford, $2.50(?). (11/34)

COMMEMORATIVE CATALOGUE OF THE EXHIBITION OF BRITISH ART
The catalogue raisonné of the recent exhibition of British Art held at the Royal Academy of Arts in London January-March, 1934. Illustrated. Oxford, $20(?). (11/34)

Cruttwell, C. R. M. F. Hi
A HISTORY OF THE GREAT WAR, 1914-1918
An impartial history of the World War, written for the general reader. Maps and plans. Oxford, $6(?). (11/34)

Darling, M. L.
WISDOM AND WASTE IN THE PUNJAB VILLAGE
Essays on the life and mentality of the ordinary Indian peasant. Illustrated. Author of *Rusticus Loquitur*. Market: All people interested in India and Indian village life. Oxford, $5(?). (11/34)

D'Egville, Alan H. Sp
SLALOM
A book about ski-racing, its technique, organization and rules, by the author of *Modern Ski-ing*. Longmans, $3. (11/34)

De Wolfe, Elsie (Lady Mendl)
ELSIE DE WOLFE'S RECIPES FOR SUCCESSFUL DINING
A collection of Lady Mendl's favorite menus and recipes for luncheon and dinner parties, cocktail-teas and buffet suppers, with some of her secrets for successful dining that have made her a famous hostess in Paris, London and New York. Illustrated. Appleton-Century, $1.50(?). (11/34)

Dorfman, Joseph Bi
THORSTEIN VEBLEN AND HIS AMERICA
A study of the life and work of the famous economist that pictures the whole intellectual background of his America. Market: Thoughtful readers of biography, everyone interested in economics and sociology, libraries. Viking, $5(?). (11/6/34)

Dushkin, David Mu
FUN WITH FLUTES
Contains music arrangements and simple, concrete instructions for the making of flutes and how to play them. Describes a modern technique for the musical education of children. Illustrated. Author is head of the School of Musical Arts and Crafts at Winnetka, Illinois. Univ. of Chic. Press, $1.50(?). (11/34)

Ellis, Howard S. Ec
GERMAN MONETARY THEORY 1905-1933
A general synopsis of recent German writings on the subject of money. Market: Economists, bankers, libraries. Harvard Univ. Press, $5. (11/5/34)

Fergusson, Erna Tr
FIESTA IN MEXICO
A description of the marvelous and colorful fiestas of the Mexican Indians which sum up, better than anything else, their racial and religious heritage—a mixture of Catholicism and pagan tradition. Illustrated. Knopf, $3. (11/12/34)

Fribourg, Albert W. and Stein, David
YOU BE THE JUDGE
A game book that tests your ability to interpret the law. The facts of each case are given and the law governing the situation. You reach your own conclusion and then see how close you come to the actual decision. Market: *Mental Whoopee* enthusiasts. Vanguard, $1. (11/9/34)

Frost, Robert Po
SELECTED POEMS
New third edition. Holt, $2.50(?). (11/1/34)

Gotch, Rosemund Brunel, ed.
MENDELSSOHN AND HIS FRIENDS IN KENSINGTON
Mendelssohn was a frequent visitor at the home of the Horsley family during his trips to London and was very friendly with the two Horsley girls. This collection of letters written by Fanny and Sophy Horsley in the years 1832-35 are full of references to Mendelssohn and his friends. Oxford, $6(?). (11/34)

Grime, William Re
MODERN METHOD IN THE CHURCH SCHOOL
The author, an Episcopal rector, describes his experiences in successfully arousing the interest and imagination of junior boys in the cardinal ideas of religion. Round Table Press, $1.50. (11/1/34)

Hanford, James H. Bi
MILTON
A life of Milton showing both his heroic and his human aspects, by an outstanding Milton scholar of today. Frontispiece. Market: Biography readers, students of literature, libraries. Norton, $3. (11/12/34)

THE HISTORY OF HERODOTUS **Hi**

Newly edited by A. W. Lawrence. Illustrated with wood engravings by V. LeCampion. In two small folio volumes, bound in quarter-stained vellum. Limited edition. A Nonesuch Press publication. Random House, $50. (11/34)

Keller, Helen Rex **Hi**

DICTIONARY OF DATES: 2 VOLS.

A comprehensive and authoritative reference book of dates and events of world history from the earliest times to the present. Market: History students, historians, college, school and public libraries. Macmillan, $15. (11/34)

Lamb, Ruth de Forest

THE TRUTH ABOUT FOOD AND DRUGS

The facts behind the Tugwell Bill. Farrar & Rinehart, $2.50. (11/8/34)

Leslie, Shane

THE SCRIPT OF JONATHAN SWIFT AND OTHER ESSAYS

A wealth of bibliographical facts are incorporated into these engaging and scholarly essays on Irish literature. The Rosenbach Lectures, 1934. Univ. of Pa. Press, $2(?). (11/34)

Lockwood, Sarah M.

DECORATION: PAST, PRESENT AND FUTURE

A practical discussion of all the problems of home decoration. Illustrated. Author of *Antiques*, etc. Market: All housewives, new and old, libraries. Doubleday, $3.50. (11/7/34)

Longaker, Mark

CONTEMPORARY BIOGRAPHY

An attempt to describe and evaluate the new school of Life-writing as represented by various leading authors. It analyzes new trends and theories in biography and shows why it is so popular at present. Market: Writers, students of literature and literary criticism. Univ. of Pa. Press, $2.50. (11/34)

Lowell, A. Lawrence

AT WAR WITH ACADEMIC TRADITION

Important writings and addresses on education by the former president of Harvard University. Harvard Univ. Press, $4. (11/12/34)

McKay, Richard C.

SOUTH STREET—A MARITIME HISTORY OF NEW YORK

The story of the ships, sea captains and merchants whose activities have centered in South Street, New York, from the time of the American Revolution down to the present. Illustrated. Author of *Some Famous American Ships and Their Builder, Donald McKay*. Market: Everyone interested in ships and shipping. Putnam, $5; limited ed., $15(?). (11/2/34)

Mason, John E.

GENTLEFOLK IN THE MAKING

A history of English courtesy literature and related topics from 1531 to 1774. Illustrated. Market: Students and teachers of English literature. Univ. of Pa. Press, $4. (11/34)

Mawson, C. O. Sylvester

DICTIONARY OF FOREIGN TERMS

Contains foreign words and phrases from over fifty languages, used in commerce, law, music, the fine arts, cooking, etc. Author of *International Book of Names*, etc. Market: Literary workers, business and professional firms, hotels, libraries. Crowell, $2. (11/5/34)

Montgomery, Richard G. **Bi**

THE WHITE HEADED EAGLE: JOHN McLOUGHLIN, BUILDER OF AN EMPIRE

Biography of a great adventurer who was a fearless and respected leader in the fur trade of the Canadian Northwest in the first half of the nineteenth century. Illustrated. Market: Everyone interested in the development of our own and the Canadian Northwest. Macmillan, $2.50. (11/34)

Moult, Thomas **Po**

THE BEST POEMS OF 1934

The thirteenth annual appearance of Mr. Moult's collection of the best verse published in American and English periodicals throughout a current year. Harcourt, $2(?). (11/1/34)

NATIONAL CONFERENCE OF SOCIAL WORK PROCEEDINGS, 1934

Complete papers delivered at the 61st Annual Meeting at Kansas City, May, 1934. Univ. of Chic. Press, $3. (11/34)

Pearson, Drew and Brown, Constantine

THE AMERICAN DIPLOMATIC GAME

Behind-the-scenes story of American foreign relations during the past ten years, and the frailties of Foreign Offices. Includes President Roosevelt's peace moves and the inside story of the London Economic Conference. Drew Pearson was co-author of *Washington Merry-Go-Round*. Harper, $3(?). (11/1/34)

Postgate, Raymond W.

METHODS OF REVOLUTION

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Powell, Wilfrid Evans **Re**

EDUCATION FOR LIFE WITH GOD

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R. G. **Bi**

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Repplier, Agnes **Bi**

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Richards, Grant **Bi**

AUTHOR HUNTING

The reminiscences of a distinguished English publisher who has known practically everyone of importance in the literary world of England and America for the past forty years. Illustrated with photographs. Market: Particularly those who enjoyed *Men and Memories*, biography readers, literary people, libraries. Coward-McCann, $3.50. (11/34)

Rilke, Rainer Maria

LETTERS TO A YOUNG POET

A group of letters addressed to a young correspondent whom the writer had never seen, containing sympathetic and constructive advice on life and art. Frontispiece. Translated from the German by M. D. Herter Norton. Norton, $2. (11/12/34)

Robinson, Elsie **Bi**

I WANTED OUT! ELSIE ROBINSON'S OWN STORY

An account of the author's courageous and energetic struggle to save her individuality from the warping circumstances of her life. Market: Biography readers, readers of Elsie Robinson's syndicated newspaper column "Listen, World!" Farrar & Rinehart, $2. (11/5/34)

Rodkey, Robert G.

LEGAL RESERVES IN AMERICAN BANKING

Michigan Business Studies, Vol. VI, no. 3. Univ. of Mich. Press, $1(?). (11/1/34)

Rogers, Agnes and Allen, Frederick Lewis

METROPOLIS: AN AMERICAN CITY IN PHOTOGRAPHS

About 300 photographs portray the life of a great American city in all its phases. Authors of *The American Procession*. Harper, $3.50(?). (11/1/34)

Sangster, W. E. **Re**

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Schlosser, Alexander L.

THE GENTLE ART OF MURDER, 1934

Accounts of the year's most colorful and most interesting murders. Author of *Lawyers Must Eat*. Market: Lovers of mystery stories and of the sensational. Vanguard, $2. (11/1/34)

Schnabel, Artur **Mu**

REFLECTIONS ON MUSIC

An essay on music by a concert pianist who is known for his fine interpretations of the music of Brahms and Beethoven. Introduction by I. A. Hirschmann. Simon & Schuster, $2; limited signed ed., $5. (11/1/34)

Schumpeter, Joseph A. **Ec**

THE THEORY OF ECONOMIC DEVELOPMENT

A work by a Harvard professor, which, in its German original, has exerted considerable effect on the course and development of economic thought in Europe. Market: Economists, business men, libraries. Harvard Univ. Press, $3.50. (11/5/34)

Shakespeare, William **Dr**

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Shaw, Flora Faison **Ar**

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Sigerist, H. E., M.D.
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Skinner, Conrad Re
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Smith, Alfred E.
THE CITIZEN AND HIS GOVERNMENT

An important, non-partisan volume on the functioning of American government. Alfred E. Smith, famous in national and state politics, traces the citizen's place in state, federal and local government. Market: Readers and students interested in American government, libraries. Harper, $3(?). (11/1/34)

Smith, T. V.
PHILOSOPHERS SPEAK FOR THEMSELVES

Guides and readings for Greek, Roman and early Christian philosophy. Author of *The Philosophic Way of Life*, etc. Univ. of Chic. Press, $5. (11/34)

Spaeth, Sigmund
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The famous radio Tune Detective, author of *The Art of Enjoying Music*, has a glorious time spoofing the popular song which has become a most revealing index to American life in general. Whittlesey House, $1.50. (11/13/34)

Stabler, W. Brooke Re
WITHOUT COMPROMISE

The religion of Christ made vital and convincing to the youth of today. The Boardman Lectures, 1934. Author of *Creative Christian Living*. Univ. of Pa. Press, $1.50(?). (11/34)

Swinnerton, Frank
THE GEORGIAN SCENE: A LITERARY PANORAMA

Mr. Swinnerton, a well-known English author and critic, has known personally most of the important writers of the past twenty-five years. He gives informal character studies of the men and women behind the books they have written, and stories of rising and falling literary reputations. Illustrated. Farrar & Rinehart, $3.50. (11/12/34)

Tarbell, Arthur Wilson
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Tully, John and Kloman, Joseph
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Inimitably funny sketches illustrating "boners" perpetrated by amateur relief investigators. Market: Those who laughed over *Boners*. Vanguard, $1. (11/8/34)

Vaughan-Williams, R. Mu
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A distinguished English composer discusses music as a profound expression of a nation's soul and shows the influence and importance of the native folk-song on the development of a national music. Oxford, $1.75(?). (11/34)

Von Mises, Ludwig Ec
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Long recognized in Europe as a standard and important treatise on the fundamental questions of banking and finance. Translated by Lionel Robbins. Market: Students of economics, libraries. Harcourt, $3.50(?). (11/1/34)

Waddell, Helen
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Ward, Maisie Re
THE WILFRID WARDS AND THE TRANSITION: V. 1

An account of the work of Wilfrid Ward and his wife in England in behalf of the Catholic Church, from 1880 to 1900. Sheed & Ward, $3.50. (11/14/34)

Wells, H. G.
THE SCIENCE OF LIFE

A one-volume, illustrated edition. Doubleday, $3.75. (11/1/34)

Weston, Sidney A. and Harlow, S. Ralph Re
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Wheeler, G. C., ed.
TO MOTHER

A collection of letters written by famous men and women to their mothers, dating from Henry VII to modern times. Dutton, $3. (11/8/34)

Wheeler-Bennett, John W.
THE PIPE DREAM OF PEACE

An account of the great battle for disarmament from 1932 up to the present, and of the background of events behind the conferences. Author of *The Wreck of Reparations*. Market: Economists, historians, peace workers, libraries. Morrow, $3. (11/7/34)

Wiley, Henry A. Bi
AN ADMIRAL FROM TEXAS

These reminiscences of the former Admiral and Commander-in-Chief of the United States Fleet cover the period from his first year at Annapolis in the early '80's until his retirement. Market: Navy men, anyone who likes the sea, readers of true adventure, libraries. Doubleday, $3. (11/7/34)

Williams, Stanley T., ed.
A WASHINGTON IRVING JOURNAL

A hitherto unpublished journal of Washington Irving that bears the date 1803 and describes in detail his frontier expedition from New York to Ogdensburg in that year. Written when Irving was only twenty, it may presumably be called the first diary of our first man of letters. Market: All Irving collectors, libraries. Oxford, $3(?). (11/34)

Willson, Beckles Hi
FRIENDLY RELATIONS: A NARRATIVE OF ANGLO-AMERICAN DIPLOMATIC RELATIONS, 1791-1930

A record of Great Britain's envoys to Washington, forty in all, that is filled with personalities, with official and personal experiences and impressions of America and American ways. Illustrated. Market: General readers interested in history and diplomacy, libraries. Little, Brown, $4. (11/9/34)

Wilson, Francis Graham
LABOR IN THE LEAGUE SYSTEM

A study of the International Labor Organization in relation to international administration, by a Professor of Political Theory in the University of Washington. Stanford Univ. Press, $4. (11/34)

Woll, Matthew
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A frank and comprehensive statement of the aims and attitudes of organized labor, by a vice-president of the American Federation of Labor. Market: All people interested in modern labor problems, libraries. Appleton-Century, $2.50(?). (11/34)

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Wright, Quincy
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Fiction

Aldington, Richard
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Seligman, E. R. A. and Johnson, Alvin, eds.
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